

Elected Officers

Archibald MacIntosh, Chairman
B. Alden Thresher, Vice Chairman

Board of Trustees

Archibald MacIntosh,* Chairman
Wilbur J. Bender
Col. William W. Bessell, Jr.
Frank H. Bowles*
Hilton C. Holland
A. Blair Knapp
Douglas M. Knight
Otto F. Kraushaar
Lloyd S. Michael
Jean Fair Mitchell
Harriet Newhall
Mother Eleanor M. O'Byrne
Anne G. Pannell
Rosemary Park
William L. Pressly
C. William Reiley
Catherine R. Rich
Russell H. Rupp
Edward Sanders
Leslie R. Severinghaus
Walter F. Sheehan
Rev. Robert J. Slavin, O.P.
Herman A. Spindt
B. Alden Thresher*

**ex officio*

Staff Officers

Frank H. Bowles, President
Richard Pearson, Executive Vice President
S. A. Kendrick, Vice President, Examinations
and Research
George H. Hanford, Treasurer
Helen M. Gise, Secretary
Herman W. Campbell, Assistant to the President
T. Leslie MacMitchell, Assistant to the President,
Visiting Representative
Joshua A. Fishman, Director of Research
John M. Duggan, Director of Test Interpretation
Rexford G. Moon, Jr., Director of the College
Scholarship Service
Jeanne F. Minor, Assistant to the Director of
the College Scholarship Service
David A. Dudley, Director of the Advanced
Placement Program
Albert E. Meder, Jr., Executive Director,
Commission on Mathematics
Herbert Wechsler, Legal Counsel

Publications Staff

S. Donald Karl, Director of Publications
Gene R. Hawes, Editor
Barbara L. Diehl, Assistant Editor
Vivian Males, Assistant to the Director of
Publications

The College Entrance Examination Board is composed of 205 member colleges and 34 member associations. Each member college has two representatives on the Board. Member associations have from one to six representatives. Members and their representatives are listed in the *Report of the President*. Meetings of the Board are held on the last Wednesday in October.

Copyright 1958, by College Entrance Examination Board.



College Board Review

News and research of the College Entrance Examination Board published three times a year by the College Entrance Examination Board, 425 West 117 Street, New York 27, New York

College Board Review subscription: \$1.00 per year; single copy, \$.50.

Subscription offices: College Entrance Examination Board, c/o Educational Testing Service, Box 592, Princeton, New Jersey, or Box 27896, Los Angeles 27, California.

Contents

News of the College Board, 1

College Board Research Notes, 2

Admissions prospects—a school view, 5
by Ethel DuBois

Accepted class descriptions multiply, 9
by John M. Duggan

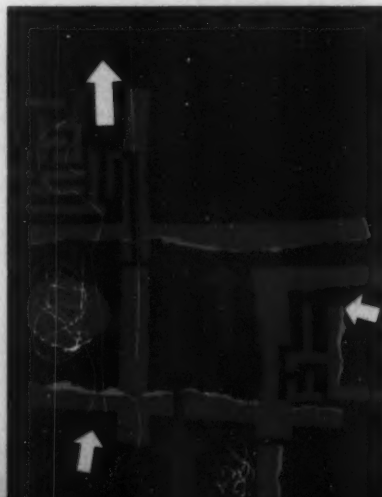
Guidance in a large city school, 14
by Ethel F. Solovay

Many colleges lead in successful graduates, 18
by Arthur F. Traxler

Who should pay the bill?, 21
by Rexford G. Moon, Jr.

Index to *College Board Review* (Nos. 24-35), 25

News of the College Scholarship Service, 26



Illustrations: Vivid green arrows key the labyrinth design made by cover artist Dan Shapiro to symbolize the theme of "Guidance." In the frontispiece, the more frenetic symbols of Stanley Wyatt depict the setting in which college guidance works, while the following articles, all illustrated by Mr. Wyatt, pertain predominantly to concerns of the guidance officer. Photographs courtesy of the authors except for those by Fabian Bachrach, pages 10, 21.

NEWS OF THE COLLEGE BOARD

Matching plan discussed

More information needed: Appointment of a College Board committee to study problems in the area of college entrance procedures has been recommended by an ad hoc committee convened to consider the proposals for a college admissions matching plan and referral service which were discussed at Board regional meetings this spring.

The matching and referral service plans were offered as possible solutions to the problems of candidates, schools, and colleges associated with the practice of making multiple applications for admission. They called for a program of several stages in which applicant college choices would be matched with college applicant preferences, followed by the referral of unplaced candidates to colleges with freshman vacancies.

The ad hoc committee felt that it was necessary for the Board to collect and disseminate more information on admissions procedure problems before their seriousness could be assessed or changes in procedure recommended.

New January program studied

Comprehensive Achievement Test: A proposal for a new College Board testing program, tentatively entitled the Comprehensive Achievement Test, has been approved in principle by the Board's Trustees and will be presented to the members for information at their meeting on October 29. The CAT would be accompanied, according to the new plan, by a related program of tests in mathematics and foreign languages.

A detailed definition of the tests and construction of experimental prototype forms will be undertaken by examiner committees with the assistance of Educational Testing Service and

Board staff members prior to the fall meeting.

The proposal conceives of the new tests as being offered independently of the existing pattern of Scholastic Aptitude Test and Achievement Tests and as being used by colleges either in place of or in addition to one or both of the established tests, according to the interests and needs of the individual college.

The chief factors contributing to the development of the plan for January testing included recognition of the growing tendency of colleges to make admissions decisions quite early in the year, earlier in the applicant's senior studies than the Achievement Tests should be used. The Board discontinued the January Achievement Tests in 1957 on the ground that it was educationally undesirable for candidates to take the tests in one-year subjects in January. Coupled with these circumstances, in the background of the CAT proposal, are signs of the colleges' increasing interest in achievement testing and the applicability to this problem of much useful and promising material yielded by five years of work with the experimental Tests of Developed Ability.

Testing plan: The CAT, requiring three hours and given in the morning, would range widely in its materials among the subject areas studied almost continuously throughout the school years, thus minimizing the effect of particular curriculum arrangements in the twelfth grade. In emphasizing the kinds of skills associated with the ability to read and reason it would, for example, include materials in science, social studies, English, and humanities, and might be extended to areas such as anthropology, law, and art, if the examiners found these to be appropriate.

The afternoon program of one and one-half hour tests in mathematics and the languages was suggested because the school curricula in these subjects are continuous and relatively uniform. It is expected that the time allowed for the tests would be sufficient to cover the range of mathematics now encompassed by the Intermediate and Advanced Mathematics Achievement Tests and to test more adequately than in the one-hour language Achievement Tests the ability of students who have studied for as few as two and as many as four years.

Fall Colloquium, Seminar set

Sixth Arden House forum: The College Board's sixth annual Colloquium on College Admissions, scheduled for October 29-November 2, will consider the problems of American secondary schools in relation to college preparation and entrance.

Meeting at Columbia University's Arden House, school and college officers will hear guest speakers and discuss in group sessions those matters which are important to an understanding of secondary school goals and concerns. Under the general topic "This is the American Secondary School," the participants will address themselves to the various existing patterns of school administration, financial support, community responsibility, curricula, and teaching quality as well as to the identification of areas of cooperation of school and college.

The Colloquium Committee, which is chaired by Leslie R. Severinghaus, headmaster of Haverford School, Haverford, Pa., who is also serving as director of the program, will invite approximately 30 secondary school people to participate. The balance of the 85 resident participants will be representatives of colleges. Non-resi-

dent attendance will be limited to 24 representatives of Catholic women's colleges.

First prediction workshop: An Admissions Seminar devoted to an intensive study of statistical methods used in predicting grade averages will be held for the first time by the College Board on September 3-5 at New York University's Gould House.

In addition to instruction in the statistical prediction of academic performance, the program will offer participants the opportunity to complete a sample predictive study. A workbook will be provided and desk calculators will be available.

Attendance will be limited to about 20 admissions officers of Board member colleges. The program is under the direction of John M. Duggan, Director of Test Interpretation of the College Board.

Advanced Placement prospects

Fee rise approved: Recommendations made by the Commission on Advanced Placement at its meeting in February included a change in the examination fee schedule from the present \$10 per student (regardless of the number of tests taken) to a \$5 registration fee and \$8 for each test taken in 1959. The members of the commission felt that the program's financial deficit should be reduced as much as possible, in view of a continuing increase in number of candidates.

Other changes approved were the substitution in 1959 of a single English examination for the two in Literature and English Composition which have been given, and the sale after June 1 of this year of the non-objective sections of the 1958 tests. These sections will be sold for \$1, either as a set of one copy of each of the 12 tests or as a set of eight copies of any one test, according to the preference of the institution ordering them.

Membership developments

College dues rise asked: A resolution calling for an increase in the annual dues of College Board member institutions from \$50 to \$200 has been approved by the Trustees for presentation to the members this fall. In deciding to recommend the increase the Trustees considered the cost of the membership's associational services and activities.

School survey: A questionnaire has been distributed to secondary schools which order College Board score reports in an effort to determine their interest in being considered for membership in the College Board. The By-laws of the Board now provide for the election to three-year terms of individual schools which have demonstrated an interest in and support for the work of the Board. The survey was requested by the Committee on Secondary School Representation to secure information which will be useful in drawing up a

plan for the selection of member schools. It is expected that a minimum of 50 schools will hold membership. Annual dues will be \$25.

Greek, Italian test changes

Small-volume program: Withdrawal of Greek and Italian from the March Achievement Test series in 1960 and the inauguration of a separate small-volume testing program for these languages will be recommended to the College Board at its fall meeting.

In considering the number of candidates who take these tests—fewer than 100 annually in each case—the Committee on Examinations has proposed that they be removed from the administrative pattern of an otherwise large-volume program. The plan provides that responsibility for each test, including the choice of questions and reading of papers, will be given to a single examiner, a college teacher who will have the advice of secondary school teachers.

The tests will be administered directly through the schools, rather than through the regular Board examination centers, and will be offered at no additional charge to students who register for the March Achievement Tests. Students who do not take the Achievement Tests but who take either or both of the Italian and Greek tests will pay the same amount as the Achievement Test fee. Scores will be reported to colleges at the same time as the March Achievement Test scores.

COLLEGE BOARD RESEARCH NOTES

Average SAT score gains

From junior to senior year: A recently completed two-year study has produced new findings concerning the average gain to be expected in the Scholastic Aptitude Test scores of students who take the test as "preliminary" candidates in their junior secondary school year and then take the test again as "final" candidates in

their senior year eight or 10 months later.

In general, the findings provide more detailed information about average gain in Scholastic Aptitude Test-Mathematical score (SAT-M) than was previously available, and also substantially confirm the conclusions of earlier studies of average senior year gain in Scholastic Aptitude Test-Verbal score (SAT-V).

It has long been established that the average gains represented in the SAT scores of final candidates over their scores as preliminary candidates are due primarily to a minor factor of practice on the test and to a major factor of growth in facility for college studies between preliminary and final testing. The recently completed study, which was conducted for the College Board by Richard S. Levine and Wil-

liam H. Angoff of the Educational Testing Service, attempted to reassess how much of these average gains are due to practice and how much to growth.

In the study, it was found that practice on the SAT as a preliminary candidate adds an average of roughly 10 points to both SAT-V and SAT-M scores as a final candidate. Those who might take the SAT twice as preliminary candidates would on the average gain 10 points each time, but no further practice gains would accrue from taking the SAT more than twice.

For the SAT-V, it was found that the average score gain due to growth over the eight-month period from May of the junior year to January of the senior year is roughly 20 points. This proved to be true for both boys and girls and for any region of the score scale in which the original preliminary score occurred—which indicates that the effect of growth on SAT-V scores is highly regular for boys and girls of varying ability levels. In view of these findings, the total eight-month gain in SAT-V score ascribable to *both* practice and growth can be taken to be roughly 30 points.¹

SAT-M gain complex: The effect of growth on SAT-M score gain was discovered to be somewhat more complicated. Over the eight-month period the average gain due to growth was found to be 15 points for boys but only 5 points for girls.

In addition, the study revealed that students taking mathematics in the senior year show more average gain in SAT-M score due to growth than do students who are not taking mathematics. Boys who were studying mathematics in the senior year and who had preliminary SAT-M scores in the neigh-

Erratum

Two errors were contained in Table 7 on page 26 of the last issue of the *College Board Review*. In the table, which was presented as part of the article, "The mounting costs of multiple application," the two figures of .4 given in the next to the last column should have been footnote references to a statement reading, "Not available in published report."

borhood of 400, 500, and 600 were found to have gained 15, 30, and 45 more points respectively than boys with corresponding preliminary test scores who were not taking mathematics as seniors.

Apparently, growth in mathematical ability over the eight-month period is related to the extent to which this ability has already been developed. Thus, these boys, in whom it is on the average more highly developed, grow more rapidly in mathematical ability than do the girls.

From this it is clear that any summary statement concerning the average practice-plus-growth effect on SAT-M score would actually mask a number of significant differences due to growth between students representing groups of varying curricular background and ability.

Also recently completed was a smaller study on a related question—this year's operational analysis of the relationship between preliminary and final SAT scores. Made by Richard W. Watkins of ETS, the analysis produced determinations of average score gain that also agreed closely with those of previous years. In the study, the reassuringly high correlations of .89 for SAT-V and of .86 for SAT-M were found between the SAT scores of students who had taken the test as preliminary candidates in May 1957 and as final candidates in January 1958.

Copies of the study by Drs. Levine and Angoff, which is entitled, "The Effects of Practice and Growth on Seniors on the Scholastic Aptitude Test," may be obtained by request from the

Director of Research, College Entrance Examination Board, 425 West 117 Street, New York 27, N. Y.

SAT scores of all U. S. seniors

Estimates made: Because of the very large increases in numbers of students taking the SAT within recent years, many persons have wondered whether the level of ability of SAT candidates has not become more or less identical with that of the general population of secondary school seniors.

This question is answered in a recent study conducted by Richard S. Levine of ETS. In it, the SAT score distribution of all public high school seniors in the United States was estimated on the basis of the performance of a large national sample of all such seniors on a shorter but very similar test in 1955 (the testing was done in connection with the study reported in the College Board publication, *Encouraging Scientific Talent*).

According to Dr. Levine's study, the estimated median SAT-V score for all public high school seniors in 1955 was 348. By contrast, the actual median SAT-V score of all final SAT candidates at roughly the same time was 476. Only about 15 per cent of the SAT candidates scored at or below the estimated median SAT-V score for public secondary school seniors; on the other hand, according to their estimated SAT-V scores, only about 10 per cent of the public high school seniors stood at or above the median for the SAT candidates.

With respect to the SAT-M, the College Board candidate group similarly excelled. For all public secondary school seniors, the estimated median SAT-M score was 417; for all SAT candidates the actual median was 500. Only about 25 per cent of the SAT candidates scored at or below the estimated median SAT-M score for all public high school seniors, while only some 20 per cent of all seniors ranked at or above the median for the SAT candidates.

These results indicate that final SAT candidates are still a quite highly selected group with respect to ability compared to public high school seniors in general, notwithstanding the constant growth in college-going among American youth in recent years.

¹ This conclusion is in essential agreement with the previous College Board suggestion (*College Board Scores No. 2*, page 50) that, in estimating the average gain to expect in the SAT-V score of individual students, a "rule of thumb" allowance of 15 points for practice effect and three points a month for growth be adopted. The discrepancy of 5 or 10 points between results obtained by the old rule and the new figures is practically negligible on the 200 to 800 SAT score scale. It should also be kept in mind that approximately a quarter of all those who take the SAT as both preliminary and final candidates actually obtain lower scores as final candidates (for the reasons explained in *College Board Scores No. 2*, pages 50-52).



Admissions prospects—a school view

Today, after a decade of prosperity, fewer young people leave school to go to work, almost everyone goes to high school, and a diploma is considered virtually a necessity. These facts, coupled with the increased birth rate of the 1940's, have combined to create the critical situation in the secondary schools which is only too familiar. To meet the needs of this ever-increasing population, the public secondary schools have had to reconsider their goals and make changes in philosophy, method, and curriculum.

Most public schools have become comprehensive in nature, with academic courses for those who are planning to continue their education beyond high school, and a variety of general, business, vocational, and technical courses for those who do not. The larger schools have expanded both vertically and horizontally, offering a wider range of subjects for all students as well as developing courses on several levels in major fields.

In some schools with a high percentage of college-bound youth, honors sections or advanced placement classes have been formed to challenge the interest and ability of the more able students. Small schools, which must try to fulfil the needs of diverse groups, cannot do an equally thorough job for all. The offerings vary with the size of the school, the nature of the community, and the composition of the student body. Changes in any one of these factors may necessitate re-evaluation of the curriculum and of the schools' testing program. In doing this, the personnel of the Educational Records Bureau have been most useful as consultants to member schools.

Since the majority of public secondary schools are not selective, their testing programs have been developed primarily for guidance purposes: understanding the individual—his interests, aptitudes, and capabilities; diagnosing strengths and weaknesses;

measuring achievement and growth; helping in the selection of courses; and predicting future success. They are used for determining group placements, for evaluating instruction, and for recommending curriculum changes. However, the test results, because of the growth pattern which they show over a period of years, should be of inestimable value to college admissions personnel and deans.

Colleges, and I use the term here to include technical institutes and junior colleges, will face similar problems and will need to make changes in the years ahead as the increasing number of high school graduates become candidates for admission. Some of the state institutions, which now accept all graduates of their own high schools, may have to become selective for the first time even though they will probably expand more than the private colleges. The latter will become even more competitive than they are now. What will be the basis of their selectivity? That is the \$64,000 question, and the answer to it may well relate to the future welfare of our country.

If they have not already done so, colleges must begin looking for an answer to these questions now and start making long-range plans for the future. They need to clarify their philosophy and objectives, to assess their facilities and their staff, and determine the kinds of students they are best qualified to serve.

Will the small non-selective colleges begin to seek only students with the

Phantasmagoria on getting into college begins with high school entry at lower left, and, moving upwards, being impressed with required subjects and then graded and measured for both mental and physical capacities. Aspirant collegian becomes well rounded at upper left, while lookout at top center seeks wide geographical representation. Beneath lookout, nonchalant lad in beaker undergoes character evaluation, attended by gremlins who pervade entire sequence. Students attack College Board tests at upper right accompanied by scholar being tested for financial need. At right center, applicants and their records are "processed," finally emerging to enter liberal arts, teacher training, technological, and military colleges.

This article is adapted from Miss DuBois' paper, "The Use of Tests in Admissions—the End is in the Beginning," presented in the symposium on the use of tests in admission to schools and colleges at the Twenty-second Educational Conference sponsored by the Educational Records Bureau and the American Council on Education and held in New York in October 1957. The paper will appear in the American Council on Education's forthcoming volume, *Long-Range Planning for Education*, edited by Arthur E. Traxler.

highest scholastic ability and thus become more like one another, or will each choose an area of special emphasis and so maintain some of the diversity which exists at present? Will the state universities close their doors completely to out-of-state students; and if so, what will be the results? Will the number of foreign and exchange students be curtailed?

Will the highly selective liberal arts colleges become even more competitive, academically? If so, will this tend to produce an intellectual elite who will lose touch with the common man? Will there be a place for today's "average" student? When there are not facilities for all who are able to profit by further education, which ones will be chosen?

Harland W. White, dean of admissions at Purdue University, stated in a recent address that at present many institutions have no admissions policy based on criteria which make sense; and he emphasized the fact that if colleges do not have the courage and the foresight to work out admissions procedures that they can defend, the politicians and the alumni will do it for them.

Having determined what their emphasis will be, colleges will then need to examine the validity of their present admissions requirements. While some colleges rely almost completely on an applicant's high school record in making a decision, many find that a good objective test of scholastic ability adds greatly to the predictive value of local grades and other data from the

high school, and that they are particularly useful in borderline cases.

Colleges and universities drawing most of their students from within their own state often find a state-wide test given in the high schools quite adequate. Many colleges that have a wide geographical representation among their student bodies feel that the College Board tests are especially valuable for comparing applicants from different parts of the country and from a variety of educational backgrounds.

In recent years more and more colleges have joined the College Board and require some of its tests for certain, if not all, of their applicants. Some of these colleges admit, quite frankly, that they have done so for the prestige value accruing to such membership rather than to make proper use of the testing program as part of their admissions procedures. This has resulted in spite of the best efforts of College Board personnel to emphasize the necessity of evaluating any given test by investigating its predictive value for particular students.¹

Other colleges which have joined the College Board recently are planning to use the test results to measure the ability level of their student body before determining what changes may be desirable in the years ahead, but will not use test scores for admissions purposes for several years. Properly used, these tests can be invaluable; misused, their potential may be equally harmful.

Some public secondary school officials are seriously concerned over the increasing emphasis on College Board tests for several reasons. First, many administrators feel that they will dominate the high school curriculum more and more. Second, there is the feeling in a number of schools, in the South and Midwest especially, that the expense of these tests will become one more financial hurdle to discourage some very worthwhile candidates from applying to college.

Third, as the tide of students reaches the colleges, they fear there will be the tendency, first observable during the influx of veterans in 1945 and 1946, to



Ethel DuBois is director of guidance at the George W. Hewlett High School (formerly the Woodmere High School) in Hewlett, N. Y.

use a single test score such as that for the Scholastic Aptitude Test, as an easy way to expedite the admissions process. Fourth, there is a concern lest the trend to place greater emphasis on quantitative skills will operate at the expense of those intangible, qualitative factors which may, in so many cases, mean the difference between success and failure, not just in college but throughout life.

We need the most highly skilled, best-trained engineers and scientists, it is true; but the need is equally acute for really mature men and women with sound values, a highly developed social conscience, superior communication skills, leadership ability, and a sense of dedication to serve at all levels in government, business, and education. Such men and women are not always those with the best school grades or the highest test scores.

In the years ahead, if all the human resources of our country are going to be developed to the fullest, if the facilities of all our educational institutions are going to be used to the best advantage, there is real need for more thought, attention, and research devoted to the factors which make for success in college. For, after all, this is the measure of the effectiveness of any admissions and counseling program.²

In most of the articles written in recent years about the waste of intellectual manpower, the emphasis has been on seeking out the gifted who do not now go to college, and making it possible for them to attend. There has



Curriculum and instruction are evaluated

¹ Henry S. Dyer and Richard G. King, *College Board Scores No. 2* (New York: College Entrance Examination Board, 1955), page 12.

² Archibald MacIntosh, *Behind the Academic Curtain—A Guide to Getting the Most Out of College* (New York: Harper & Brothers, 1948), page 10; Leland Stowe, "What You Need Nowadays to Get Into College," *Reader's Digest*, July 1957, page 41.

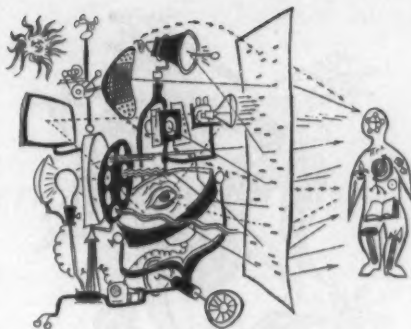
been little mention of the waste, not only of effort, time, and money, but of human resources represented by that 50 per cent of the students who enter but do not finish. And this in spite of our present elaborate testing programs and the best efforts of high school and college counselors!

What do these mortality figures show? One important thing is that there is great variation in the attrition rate at different institutions. In highly selective institutions, few students fail because of lack of ability. A few leave because of inadequate financial resources or poor health. The bulk of the remainder, who leave for reasons labeled "miscellaneous" or "personal," show academic promise but are either unwilling or unable to take advantage of their educational opportunities.

Vital nonintellectual qualities

Why? Or to formulate the question in positive terms, what characteristics do those students of similar ability possess who are successful? Dean Fred A. Kahler of New Trier Township High School, Winnetka, Ill., says, "If we could measure one item—the candidate's degree of dedication, we could throw out all other factors." George H. Northrup, former headmaster of The Brearley School, states that "it is not the content of the mind that matters half as much as the quality of its integrity."³ President J. Evan Armstrong of Armstrong College puts it this way: "Getting an education calls for a willingness to sacrifice present comforts and advantages for greater opportunities in the future."⁴

After a study of the last four entering classes at the Polytechnic Institute of Brooklyn, Dean Henry Q. Middendorf concludes that the three essential characteristics for success are, in increasing order of importance, mentality, motivation, and maturity.⁵ Marlowe Slater of Blackburn College, in a study of persistence and attrition among college men, finds that the chief difference between those who remain



Attempts to understand the individual

and those who drop out is the student's need to achieve a goal which he himself has set.⁶ The study of gifted students who went to college early revealed similar findings. Dr. Dana L. Farnsworth, working with a group of psychiatrists, found that "immaturity, characterized by 'inadequate goal-directed behavior' was the major factor in cases involving failure or withdrawal for reasons other than failure."⁷

While it has been generally agreed in the past that neither tests⁸ nor projective techniques⁹ can be used for predicting success on the basis of personality, nevertheless the search continues; and there have been some encouraging attempts in recent years not only to identify these variables but to measure and evaluate them.

Looking ahead to the future, it seems to me that tests of scholastic ability and achievement will play an increasingly important role in the preliminary screening of candidates for admission, and that the process will begin earlier; but, in the final selection of candidates from among many qualified applicants, qualitative personality and character traits along with other variables will be the deciding factors.

As a teacher and counselor I would like to make a suggestion concerning

certain techniques and practices to supplement these tests that I believe could be helpful in attempting to identify, measure, and develop the traits mentioned above. Some of these are related to counseling after admission rather than to admissions per se, but I believe that the two cannot be divorced. I have grouped them around three areas: the school and community, the individual, and the home.

In the area of school and community I would suggest that:

1. Colleges should be encouraged to state more clearly their purposes and aims, pointing out the ways in which they are unique. These would be reflected in each school's admissions policy and its testing program.

2. All colleges should be urged to make available to high school counselors statistical information, including test data, on its entering class each year. With this the high school counselors could do a much better job of guiding a pupil toward those colleges that are "right" or appropriate for him, and there would be fewer multiple applications, fewer mistakes in placement, and lower attrition rates.

3. Secondary schools should make available to the colleges similar information about the school from which an applicant comes.



Capacity for growth a measure of success

³"That's What You Think, Grandpa," *The Exonian 77th Anniversary Issue*, March 1955, page 45.

⁴Archibald MacIntosh, *op. cit.*, page 10.

⁵"Why Johnny Can't, Won't, Doesn't," *Alumni Magazine of Polytechnic Institute of Brooklyn*, November 1956.

⁶"Perception: A Context for the Consideration of Persistence and Attrition among College Men," *Personnel and Guidance Journal*, March 1957, pages 435-440.

⁷*They Went To College Early* (New York: Fund for the Advancement of Education, 1957), page 54.

⁸Henry S. Dyer and Richard G. King, *op. cit.*, page 12.

⁹Percival M. Symonds, "Studying the Individual through Projective Techniques," *Modern Educational Problems* (Washington, D.C.: American Council on Education, 1953), pages 48-60.

4. Research, such as that being carried on by C. Robert Pace, chairman of the psychology department of Syracuse University, should be continued.¹⁰ This project is attempting to measure, in terms of personality traits, the psychological and social environmental demands that are part of the culture of a college campus.

Personality assessment

In the area of studying the individual, I would recommend that:

1. Continued encouragement should be given to studies which are attempting to measure the important variables in personality traits such as the "personal history record" begun by Dr. Lester Luntz of the Educational Records Bureau¹¹ staff, the projects sponsored by the "center for research in personality measurement" set up by the Educational Testing Service,¹² and the research being carried on by Fordham University's Dr. Anne Anastasi on the "biographical inventory."¹³

2. Persons or groups interested in studying the factors that affect the development of maturity should be particularly encouraged, for this trait seems to me to be the key to all the others mentioned, such as interest, motivation, self-discipline, adaptability, interpersonal relations, and reaction to failure.

3. Some attention ought to be given to identifying and encouraging students with a high degree of originality and imagination, traits which may be stifled in schools where conformity is stressed and a student who is an individualist is an embarrassing problem. (Perhaps the authors of the "Chamberlain-Rorschach Master Card"¹⁴ and the "Sawbuck Apperception Test"¹⁵ would consider cooperating on an instrument to measure these personality traits.

¹⁰ ETS Developments, September 1953.

¹¹ Robert D. North, "The Experimental Use of a Biographical Inventory in Four Public High Schools," 1955 Fall Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin No. 67 (New York: Educational Records Bureau, February, 1956), pages 77-83.

¹² ETS Developments, op. cit.

¹³ College Board Review, No. 31, page 4.

¹⁴ College Board Review, No. 24, page 24.

¹⁵ Eugene S. Wilson, "Admission in a Men's College," College Board Review, No. 17, page 282.



Diagnosing strengths and weaknesses

4. Secondary school and college counselors should be allowed time for studies and research in this important area of personal characteristics related to success for all students, both in and after high school.

5. In concentrating on one aspect of an individual, we must not forget that he is an entity, whose mental, spiritual, and physical makeup are so interrelated that we cannot rightly consider one without the other. In this connection, I would like to call your attention to a study reported on by Frederick H. Lund, professor of psychology at Temple University, in a very well documented article with the rather formidable title of "Biodynamics versus Freudian Psychodynamics."¹⁶ Professor Lund explores such areas as chemical factors in mental life and behavior, the "chemical" mind and the "chemical" personality, and the body's defenses and adaptations to stress. It is possible that the biochemist will add as much to our knowledge of drives and behavior as he has to the understanding of schizophrenia.

Last, I would like to report a few observations on the area of the *home and family*. The longer I work with young people, watch them after graduation, and later, their children in school, the more I am convinced of the importance of the role that parents play, directly or indirectly, not only in the child's early development but in his choice of a career and a college and his happiness in later life. One recent

study dealing with adaptiveness and the role of parents in academic success was made by George Weigand, assistant dean of students at the University of Maryland.¹⁷

I am familiar with only two techniques now being used by colleges to elicit information from parents either about the home, themselves, or the student. They both have considerable merit. The first is a questionnaire for parents used by Sarah Lawrence College as one of the five-fold factors the college uses in helping to determine whether its program is suited to the applicant's needs. The second is a letter requiring an answer which is sent during the summer to parents of prospective freshmen at the Massachusetts Institute of Technology. This is not used as part of the admission program, but is intended to help M.I.T. officials understand and aid the freshman student once he arrives on campus.

Parents foretell difficulty

John T. Rule, dean of students at M.I.T., in answer to my inquiry, states they have not made any statistical study of the relation between various factors in the family's situation and a student's success or failure, but that it is truly astonishing the number of parents' letters that clearly foreshadow impending difficulty. This whole area of home and family influence seems to me to be a very fertile but rather neglected field for educational research—a field I would like to see cultivated more.

And now having made some unorthodox and rather unscientific suggestions to alleviate the admissions problem, I feel in somewhat the same position as Billie Burke who on an ocean trip sat next to a gentleman with a very bad cold. She advised him, "Tell you what you do. Go back to your stateroom and drink lots of orange juice. Take five aspirin tablets, cover yourself with all the blankets you can, and sweat it out. I know what I'm talking about. I'm Billie Burke of Hollywood."

The man smiled and said, "Thanks a lot. I'm Dr. Mayo of the Mayo Clinic."

¹⁷ "Adaptiveness and the Role of Parents in Academic Success," *Personnel and Guidance Journal*, April 1957, page 522.

¹⁶ *Education*, September 1957, page 41.

Accepted class descriptions multiply

Statements characterizing freshman class by admissions criteria now issued by 35 colleges, planned by 34 more, survey finds

Colleges today are increasingly interested in aiding school guidance and at the same time attacking the multiple application problem by presenting factual descriptions of their freshman classes to college counselors in the secondary schools. There is also growing evidence that the counselors feel they must have this information to advise their students in making realistic college choices.

In these statements the colleges describe, in both words and statistics, the characteristics of their current freshman classes according to the various criteria weighed in admissions decisions: academic ability, personal promise, geographical representation, and the like. The statements, usually published as pamphlets or folders, were apparently first introduced about 10 years ago in response to the heavy volume of postwar college applications.

Since then they have multiplied considerably. A recent survey by the College Board of its 205 member colleges and universities showed that 35 of them were already collecting and publishing this kind of information,¹ while four more were having statements printed. In addition, 30 had definite plans for preparing class descriptions, and another 37 expressed inter-

est in and willingness to prepare them.

Among the remaining colleges surveyed, 48 reported that special circumstances of one kind or another in their own cases made such statements unnecessary or inconvenient to prepare. Three colleges which publish only freshman class rosters indicated neither favor nor disfavor. Only 29 of the 182 colleges responding said that they opposed distribution of such data.

Growing use of these statements has been accompanied by increasingly frequent endorsements. A relatively early one was voiced by Mary E. Chase, vice president and director of admissions at Wellesley College, who in an address to the College Board in 1955 urged colleges to publish descriptions of the characteristics of their accepted candidates.²

More recently the Commission on the Relations of Independent Schools to Higher Education, which is sponsored by the National Council of Independent Schools, requested the Board to promote the idea of "characteristics" leaflets.

Over the last few months, the school representatives at each of this year's regional meetings of the College Board engaged in considerable formal and informal discussion reflecting approval of such descriptions.

On March 11 the College Board's Subcommittee on Test Interpretation unanimously recorded the hope "that colleges should develop a more nearly uniform form for describing their entering classes and that the general practice of issuing such descriptions should become more widespread."

¹The 35 colleges and universities are: Agnes Scott, Amherst, Bard, Bennington, Brandeis, Bryn Mawr, Columbia, Cooper Union, Cornell, Dartmouth, Denison, Drew, Georgetown, Lafayette, Lehigh, Manhattan, Massachusetts Institute of Technology, Mount Holyoke, Newark College of Engineering, Occidental, Pembroke, Pomona, Princeton, Reed, Smith, Stanford, Swarthmore, Union, University of Colorado, University of Michigan, University of Rochester, University of Vermont, Vassar, Wellesley, and Wesleyan.

Beginning with the December 1958 testing, schools and colleges will be free to release College Board scores to enrolled senior-year students at their discretion. At a meeting of counselors in Atlanta, Georgia, which was held to discuss this change in policy, it was unanimously voted "that the College Board seek to enlist all member colleges in the necessity of providing secondary schools with information commonly known as freshman class characteristics so that an interpretation of a student's scores may have the greatest practical significance relative to college admissions."

These are but a few of the many recent expressions of approval and need for this kind of information from the colleges.

What are the major advantages ac-



cruing to schools and colleges through the use of these statements? As pointed out by Miss Chase and others, guidance counselors who are enlightened—enlightened by the colleges themselves—can advise their boys and girls more effectively if they have factual rather than hearsay evidence with which to gauge the student's probable acceptance and success at a given college.

For the college, preliminary school guidance that is based on accurate information may reduce the number of clearly unacceptable applicants; it may also bring to the college some

very desirable students who might otherwise have been discouraged from applying by rumors or piecemeal evidence of impossibly high standards.

Among colleges in the survey that do not publish statements because of special circumstances, the circumstance most commonly cited was lack of staff time and money to prepare and print them. However, several colleges issuing them reported the preparation time to be about two working days (but these are probably colleges which already routinely compile the data



they put into their statements); moreover, some of the statements consist of only two or three inexpensively mimeographed pages.

A second important and very valid reason was presented by colleges which are newly admitted members of the Board or have otherwise just recently begun using the tests in a regular and substantial way.

Some universities with a multiplicity of colleges, each with its own requirements, explained that they would encounter difficulties in presenting clear, unified statements. Moreover, many state universities cited different requirements for in-state and out-of-state applicants. On the other hand, some universities with different divisional admissions requirements have succeeded in producing class profiles.

A few colleges explained that there had been no demand for a characteristics statement or that such statements were not used in their areas, or that they drew their students from nearby so that they were able to communicate their policies directly to the limited number of schools involved.

Those colleges expressing positive objections to this practice explained their positions variously:

"Means and medians may be interpreted as cut-off scores."

"Such leaflets 'type' colleges and we are not ready to 'type' ourselves."

"Listing any statistics about Board scores may give them importance to many people that they do not deserve."

"I want to make my decisions. I don't want to lose one boy because of such a leaflet."

"The school's recommendations and the day-to-day records are still more important than any test scores."

"If you tell hundreds of guidance people the make-up of your class, don't you interfere with the chances of improving it? Won't we be perpetuating our average? Won't counselors send students both below and above our average to other institutions?"

"We are unwilling to show any figures which might reveal a lack of selectivity. We are working continually to raise the intellectual quality of our classes. It would be premature of us to describe our freshman class, for next year our changes might prove baffling to the guidance counselors."

These statements express most of the objections to class characteristics leaflets. Many of the objections seem valid and can be answered only by the experience of those colleges publishing leaflets.

Satisfied users

An inspection of the published characteristics statements suggests that colleges have found it possible to describe themselves fairly and meaningfully to prospective applicants. Most telling, perhaps, is the fact that the colleges are enthusiastic about the practice:

"We have had nothing but good results. We had an immediate drop-back in the number of unqualified candidates and a surprising increase in the number of qualified candidates."

"We feel it is quite helpful in eliminating marginal applicants."

"It is our strong conviction that this type of information is essential to successful guidance in secondary schools. Comments made to us indicate that this is greatly appreciated and effectively used."

"Our opinion of its effect is that there is probably no single thing that we have ever sent out from the office that has been more appreciatively received."

"We feel that the effort was very,

very worth while and we have every intention of repeating the report next year."

Significantly, no college has abandoned the practice, although many started it as an experiment.

It is clear from the descriptions now produced that much quantifiable admissions information can be presented and that it can be used to counteract many of the misunderstandings feared by those who object to the use of profiles. Existing statements suggest, for example, that the following kinds of information are considered to be especially meaningful: the number applying, accepted, and enrolled, according to type of school, school rank, geographical region, and test scores; the acceptance pattern for alumni sons or daughters; the distribution of financial awards; and the academic history of the most recent freshman class, with those failing typified according to the standard categories.

Furthermore, successful employment of these statements by a number of colleges suggests that such factual information reduces confusions and misunderstandings which result from lack of insight into a college's admissions decisions. Admittedly, statistical summaries cannot give a complete picture of a freshman class and the applicant body from which it was drawn. Very probably some outstanding boys and girls may be discouraged by a counselor from applying to a college because they fall in the bottom 10 per cent of that college's accepted group. But most statements attempt to avoid this by using words to describe, insofar as this is possible, the qualities they look for in defining boys and girls like these as unusually desirable students.

Any selective admissions system



John M. Duggan joined the staff of the College Board as Director of Test Interpretation last August.

runs the risk of rejecting applicants who would have been successful, even outstanding. Although characteristics statements may add to the number of these undetected desirables, the incidence of losses of this type of student compares very favorably, according to some admissions officers and counselors, with the reduced number of heart-sick boys and girls who were falsely encouraged and rejected in the face of overwhelming odds.

Many colleges have found that these leaflets, perhaps because they do discourage borderline applicants, do not perpetuate the class average. They report that the intellectual quality of their freshman classes has continued to rise, not in spite of but because of the fact that they have published class characteristics.

Could fit changing requirements

Colleges in the process of changing their entrance requirements or tightening up their admissions policies may be confusing guidance officers more by saying nothing than they would by publishing their current requirements along with the statement that they are raising their standards, doing so, and describing this by the following year's statement which reflects the change. Moreover, trends in admissions policies might be shown by reporting the meaningful data for the last two or three classes. Some colleges do this routinely; all colleges issuing statements revise them annually. And in any event, the freshman class for any one college does not change drastically from year to year in its essential characteristics.

Although characteristics statements can still admittedly lead to misunderstandings, far more serious misunderstandings can arise in their absence. Counselors report that these leaflets have made colleges' admissions policies far clearer to them than their previous notions, which had been based on only one or two students a year. Furthermore, it appears that several counselors' groups are pooling their experience to obtain a better understanding of colleges' admissions practices. At best, information thus obtained could not possibly be as accurate or complete as that of a statement prepared by the college itself; at worst



it might be an assemblage of damaging caricatures.

It may be that "under-aiming" students is a result of counselors' misconceptions of the abilities of students who succeed at particular colleges. Of course, all colleges, whatever their margins, are interested in marginal students, but in applying for as well as in accepting an offer of admission, students and their counselors ought to know the risks involved.

Admissions officers at those colleges that issue characteristics statements are not concerned about appearing to overemphasize test scores by including them in their descriptions. They feel that counselors are not misled into attaching undue importance to scores, especially if the scores are presented in a documented discussion which plainly shows that high scores alone are never enough to warrant admission. Many of the brochures do not show only average or median scores, which are subject to misinterpretation, but give instead the per cent of applicants within each successive score range that was accepted.

Revealing the fact that some students with mediocre or low scores are admitted does not seem to designate colleges as easy marks. Almost all colleges give preference to alumni sons and daughters and other special groups which can include students of relatively low ability. Guidance counselors say they need to know more than anything else which colleges are not super-selective. The currently growing movement toward a June college referral service for unfilled colleges, as well as the present under-enrollment of some colleges, suggests that these colleges might profit considerably from a freshman class description.

The 35 characteristics statements now in existence reflect a variety of forms. Most are four or six-page leaflets of many different sizes; others are letters. Some are handsomely printed and designed in color, others are plain, a few are simply duplicated letters. In general, they are mailed out in October or November, in time to be used with seniors, to all schools that have presented applicants over a period of years. They are usually based on the present freshman class from which counselors may infer about next year's class. A composite and hypothetical view of a sample characteristics statement suggested by those now published appears on the two following pages. It incorporates most of the items of information which counselors most often request.

Many of their proponents—Miss Chase and others cited earlier, as well as a large number of guidance counselors—have suggested that the leaflets that are now issued be published collectively and distributed to secondary schools. The recent College Board survey also asked for an expression of opinion on this possibility.

Indifference to joint publication

Only little support and little opposition were found. Thirteen colleges approved, 16 objected, and seven demurred. The most serious objection given was that the colleges did not want to lose this regular and personal correspondence with secondary schools. However, if these documents were available elsewhere, admissions people could use their time to provide other information relevant to individual applicants and to the applicant groups and admitted groups from individual schools—such as the freshman and four-year grades of the latter.

While the collection and joint publication of such statements may still not be appealing to many colleges, it is possible that, as more of them publish their own statements and as better methods of describing characteristics are evolved through experience, a common handbook will become a reality. With 35 colleges already issuing statements, 34 more printing or planning them, and another 37 interested in doing so, at least a movement in that direction seems to be under way.

Admission to Stratford College, 1958

The following sample statement describes the characteristics of the freshman class at a hypothetical college for men and was written by Mr. Duggan to illustrate his accompanying article. His notes to the items in the tabular section are given at the end of the statement.

This is our third report to the secondary schools describing, as objectively as we are able, the various criteria which have influenced our admissions decisions. Our belief in the need for this information has been rewarded by your enthusiastic response. As a summary, this leaflet cannot hope to explain in detail all of the factors which are important in arriving at admissions decisions. We believe that these reports, though imperfect, contain enough useful information to merit their continued publication. Yet intellectual curiosity, individuality, creativity, the desire to learn, and unusual abilities and interests cannot be readily tallied. But we are looking for these traits.

Stratford has no rigid requirements. Although we try to admit only those young men who show promise of profiting from and contributing to the academic and social community, there are no predetermined grades or test scores or patterns of activities required. As in former years, the high school record, especially the amount and quality of preparation in the academic subjects, and accurate and forthright school recommendations are most important. The Scholastic Aptitude Test, interviews, and geographical region continue to be secondary factors. Because we do not anticipate an enlarged freshman class, there is little doubt that we shall become more selective in the years ahead as the number of applicants increases. However, there will always be room for the unusual boys who have evidenced their ability to learn in spite of low aptitudes.

The following statistical data on the Class of 1961 will give you some insight into our admissions decisions. We hope you will continue to share with us suggestions for improving these reports.

This leaflet is not confidential and may be shown to students and parents.

R. S. V. Plait
Dean of Admissions

1. Overall figures

Completed applications: 538
Accepted: 355 (66% of group completing applications)
Enrolled: 190 (54% of group accepted)

2. School background

	Public	Independent
Applied	344	194
Accepted	205 (60% of applied)	150 (77% of applied)
Enrolled	101 (49% of accepted)	89 (59% of accepted)

The class of 1961 consists of 53% public school graduates from 90 schools and 47% independent school graduates from 49 schools.

3. Class rank

Secondary school class rank	Public school applicants			
	Per cent in class rank categories	Per cent of applicants accepted	Per cent of accepted that enrolled	Per cent of enrolled class
Top fifth	25%	74%	39%	13%
2nd fifth	35	68	44	19
3rd fifth	24	55	67	16.5
4th fifth	12	27	73	4
Bottom fifth	4	14	50	0.5
	100%			53.0%

Secondary school class rank	Independent school applicants			
	Per cent in class rank categories	Per cent of applicants accepted	Per cent of accepted that enrolled	Per cent of enrolled class
Top fifth	14%	86%	50%	7%
2nd fifth	25	81	51	10
3rd fifth	32	79	65	17
4th fifth	18	71	67	8
Bottom fifth	11	64	64	5
	100%			47%

4. Geographical region

Region of residence	Per cent of applicants	Per cent of applicants accepted	Per cent of accepted that enrolled
New England	45%	69%	57%
Middle Atlantic	23	64	47
Central	15	62	53
Southern	11	53	47
Western	5	81	59
Foreign and possessions	1	75	50
	100%		

Region of residence	Per cent of enrolled class
New England	50%
Middle Atlantic	20
Central	14
Southern	7
Western	7
Foreign and possessions	2
	100%

5. College Board Scholastic Aptitude Test

SAT-V				
Score range	Per cent of applicants	Per cent of applicants accepted	Per cent of accepted that enrolled	Per cent of enrolled class
700-800	5%	88%	45%	5%
600-699	18	86	46	21
500-599	32	84	50	39
400-499	33	45	65	28
300-399	12	34	67	7
	100%			100%

SAT-M				
Score range	Per cent of applicants	Per cent of applicants accepted	Per cent of accepted that enrolled	Per cent of enrolled class
700-800	6%	88%	43%	6%
600-699	22	77	47	22
500-599	35	71	57	40
400-499	28	55	57	26
300-399	9	40	63	6
	100%			100%

6. Alumni sons

Applied: 41
Accepted: 38 (93% of alumni sons applying)
Enrolled: 36 (19% of class)

7. Financial assistance

College aid:

286 students applied for aid
190 of these accepted for admission
100 of these were offered aid
72 enrolled with aid (38% of class)
27 enrolled without aid

College aid according to family income:

Income level	No. of awards	Range of awards	Average value
Below \$2,000	16	\$300-1,200	\$500
2,000-3,999	22	200-900	425
4,000-5,999	17	100-1,000	350
6,000-7,999	11	100-500	225
8,000-10,000	6	100-200	150
	72		

Type of aid	No. of awards	Average value
Scholarships	48	\$375
Loans	9	250
Jobs	15	225
	72	

Financial assistance from outside sources (National Merit, General Motors, NROTC, etc.): 11 awards, ranging in value from \$400 to \$1,200 and averaging \$575.

8. Academic record of the Class of 1960 (present sophomores)

	Per cent of class
Honors (average grades of 85% or better)	24%
Academic withdrawals	7
Other withdrawals	3
Failed one or more courses	11
Promoted	90

Of the 13 students (7%) who left college for academic reasons:

8 were alumni sons
9 scored below 500 on SAT-V and SAT-M
11 were from the bottom two-fifths of their secondary school classes.

Notes to the sample statement

1. *Overall figures.* These three figures give the overall picture of a college's accessibility.

2. *School background.* Some colleges similarly give the numbers and percentages accepted and enrolled, but for both public and independent school groups combined; however, the separate presentation seems to be helpful to counselors in each type of school.

3. *Class rank.* The few statements now issued that give class rank breakdowns as in the first three columns usually show only the per cent accepted column and do not separate public and independent school applicants, but the two additional columns present a more complete picture. The breakdown by type of school is important only if different selective practices are used for the two types. The information given in the last column is usually provided, though less often by type of school.

4. *Geographical region.* Here again, if geographical region is a consideration at all, even though of secondary importance, it would be helpful to include something like the first table. As with class rank, most leaflets show the second table.

5. *Scholastic Aptitude Test.* As before, the first three columns give the pertinent selective data, while the last represent a type of table that is more widely used. In combination they give the counselor insight into the kind of selection employed and the final class make-up. The hypothetical college of the sample statement is assumed to require only the SAT for admission; many of the colleges which also require Achievement Tests for admission similarly give data on Achievement Test scores.

6. *Alumni sons.* This kind of information is usually included.

7. *Financial assistance.* Most leaflets do not present this information; typically, they show only the number, range, and average value of awards, and often do not make clear whether the published figures include outside aid. The sample statement represents an attempt to show what proportion of applicants receive what type of aid; it also shows the main criteria for size of award, family income. Typical annual expenses at Stratford College were taken to be: tuition, \$800; fees, \$25; board, \$450; room, \$200; and miscellaneous, \$200. Though available elsewhere, expenses might be included for convenience.

8. *Academic record.* If the attrition rate were higher, the data might be presented in tabular form showing percentages that failed from each school class rank and score range category.

Guidance in a large city school

Program introduced in a new high school copes with many students, heavy competition, and some confusion in college admissions

In recent years college admissions problems have received wide publicity, not only in educational and professional journals but also in daily periodicals and Sunday supplements. Many articles have accorded college admissions staffs their due share of public notice. Readers have by now become thoroughly acquainted with the ordeal involved in painstaking selection of suitable candidates, and the subsequent niceties of decisions involved in the rejection of many equally fine applicants.

Much more than passing notice has been granted to the tensions and agonies of high school graduates and their worried parents. The energy expended in filling out applications, the time consumed in undergoing interviews, the untiring study for the College Board examinations, and the nerve-racking wait for word of acceptance have been graphically illustrated in current articles.

There is one phase of this study in struggle, however, which has never been carefully delineated in print—the role and responsibility of the high school counselor in college guidance. Surrounded by the ebb and flow of the currents rushing upon him from college admissions offices, students, and parents, he must still chart his course carefully, lest he too be swept away. The problems of this guidance counselor in a small or homogeneous school are intricate enough. Those of his counterpart in a huge, heterogeneous school located in New York City are intensified almost beyond credibility.

Exactly what are the problems of the counselor in a New York City school? Primarily, the future graduate must be guided realistically and successfully over a period of years beginning with his entrance into high school. College

admissions requirements must be met, and an attempt must be made to channel only eligible candidates to colleges of varying standards. Neither of these is a simple task. Parents must be informed, reassured and, in many cases, placated. Pupils in each of these large metropolitan schools must be prepared to face competition with their peers in all 55 of the city's academic high schools for placement into colleges which pride themselves on the selection of nationally representative student bodies. Added to all this, the college counselor is bound by the regulations and framework imposed by the Board of Education. Practical and flexible as these may be, they nevertheless create additional restrictions.

Advice runs counter to experience

Nor are these all! The college counselor too is besieged by many widely publicized, often conflicting statements appearing in the professional journals to which he turns for advice. He may read that there is no lack of room in many colleges, that multiple applications to colleges in the same category will usually mean acceptance to all, that the high school record is the most important single factor in admissions, that College Board test scores are not weighted out of all proportion to high school record. He is further advised to maintain close contact with admissions officers, to visit them if possible, to submit questions and problems. Yet he may undergo various experiences which lead him to doubt the wisdom or efficacy of these pronouncements, or which may make their fulfilment virtually impossible.

How then can the college counselor in a large city high school function in

this maelstrom? The wonder is that he does brave the ordeal and manages to keep himself afloat. The fact that college guidance is being carried on successfully in so many metropolitan schools is a tribute to their administration and counseling staffs. Each program has been adequately tailored to the immediate needs of the particular school, no two schools being identical.

Fortunate indeed are the administrators and counselors who have undertaken the task of working out a long-range plan in a newly organized school. With no traditions to shatter, with endless vistas widening before them, they can evolve and modify, wherever necessary, the system most effective for them.

One such plan is the program under way in the George W. Wingate High School in Brooklyn, N. Y. Wingate is a new school of 3,400 students, 80 per cent of whom are college-bound in intent and 75 per cent in actuality. Located in a residential area of New York's most populous borough, the school has been fortunate in having an active, interested parents association, whose close cooperation has enabled college guidance to function more effectively.

The school's philosophy of developmental guidance over a three-year period has resulted in the placement of 75 per cent of its first graduating class into 88 colleges. No pupil attaining the



Ethel F. Solovay holds the position of college coordinator at the George W. Wingate High School in Brooklyn, N. Y.

college certification grade (an average of 75 per cent minimum for six terms) has been denied admission. Less than 2½ per cent of the total applicants have been unable to meet the standards of any college. True, not every pupil was able to enter the school of his first choice; true, additional applications were necessary in certain cases of multiple rejections. Otherwise, this would have been the millennium indeed!

What are the premises underlying this effective college guidance program? Guidance is initiated as early as possible in the pupil's career. Trained personnel (*counseling personnel*) are made available; the college adviser alone does not handle the load. The school's organizational framework provides time for college coordination and the funneling down of information to counselors, faculty, and students.

Although this structure presupposes that all fundamental college guidance is done by trained counselors, it is centralized in and administered by a coordinator. Acting as the principal's deputy, this "resource" person is empowered to function in all capacities dealing with college and scholarships. The college coordinator is also a guidance-trained person, not merely a placement or liaison officer. In addition to his administrative duties, he too counsels an assigned group of students on all matters pertaining to educational, vocational, and personal problems. He is also responsible for the discipline of these students.

All counselors know their students not merely as junior or senior year college applicants but as individuals with whom they have worked for three or four years. College personality evaluations are prepared by the student's own counselor, not by clerical aides or faculty assistants. These evaluations are therefore cumulative and conclusive.

As a further aid to counseling, there is an adequate school-wide testing program in achievement as well as general scholastic aptitude areas. Close contact is maintained with individual parents and parent groups on all college matters. Finally, adequate materials and reference aids are available in all guidance offices and in the school library.

Although it may appear impossible or impractical to apply these premises to a school of 3,400 students, they have

Variation on a theme

This article concerns the special problems of college guidance in a large city high school and describes the program introduced in one such school to meet those problems. It developed from a letter commenting on college guidance in a quite different school—the William Penn Charter School in Philadelphia—as reflected in "Students are rejecting colleges" by its headmaster, John F. Gummere, in last fall's *College Board Review*.

been carefully observed and found effective.

The college-bound freshman or sophomore (the latter entering from junior high school) meets his assigned counselor during his first year of high school. He may not come on a college question at all. Perhaps a program or course problem, a personal dilemma, disciplinary matter, or merely a call for the customary initial interview may bring him to the guidance office.

The first or a subsequent interview eventually touches upon the planning of the student's school course and his future beyond graduation. If the child has either college potential or college interest, the counselor focuses upon this. Here, if not earlier, begins the first evaluation of the student's total record. His or her illusory hope of attending a highly selective college can be analyzed objectively. A student of high potential but low achievement can be helped to set his goals more clearly. The immaturities and instability apparent in a past record can be called to the college aspirant's attention. Brilliant past performance can also be set as a desirable pattern. College guidance begins, therefore, long before the junior or senior year.

The importance of an adequate psychological testing program on the secondary school level is of inestimable value in the recognition of individual strengths and weaknesses. Although the pupil arrives from primary education accompanied by his test scores, the high school administers a full bat-

tery of achievement tests which have been found to correlate closely with the IQ and have a positive predictive value in regard to college success. These scores are made available to him and his parents and form part of the record sent to colleges.

The college guidance program extends out of the counselor's office into the first-year classroom via the medium of group guidance. In a required, full-semester course in personal, educational, and vocational orientation, conducted by counselors, or by social studies or English teachers, the topic of college preparation holds a prominent place.

As an impersonal supplement to this program, the school has published a *Student's Guide* which is purchased by every interested pupil. Its contents include such chapters on college and the future as: how one should prepare for college, choosing a college, general information about free municipal colleges and private liberal arts colleges, two-year versus four-year college programs, how to apply to a private college, College Board examinations, and bibliography on college information. The guide presents the fundamental facts that the first-year student and his parents may wish to know.

Although our college-bound freshman or sophomore will have thus received his orientation, first counselor evaluation, and general college preparatory information, nothing more has as yet been accomplished. How does the actual contact with college and its personnel begin?

Crucial counseling in junior year

In Wingate High School the student's junior year is the pivotal one. Early in this year the student is again reminded of the necessity for planning carefully to meet college requirements, of earning the highest possible grades, and of making himself an integral part of his school community. This is done through guidance assembly programs, numerous mimeographed bulletins, and group meetings.

Each junior-class section appoints or elects a college representative whose duties include regular visits (sometimes daily, sometimes weekly) to the college coordinator to receive bulletins for distribution, read notices, and re-

lay questions from the class. These eager service aides have beaten a constant path to the college office throughout the past two years and have proved of invaluable assistance to their classmates as well as to the coordinator.

In the second semester all members of the junior class are met en masse and given their college preparation timetable, consisting of the dates on which they must submit their preliminary college choices, take their junior year College Board tests for guidance purposes, and appear at the career conferences which the college office has arranged. They are also reminded to consult with the counselors as to their final choices.

At the same time, the juniors are informed that their total number of initial applications is limited to four—three to private colleges and one to the municipal colleges—a regulation of the New York City Board of Education that applies to all high schools. Students are also advised to visit colleges, arrange for preliminary interviews, and read catalogues most carefully. Responsibility for checking requirements is placed squarely upon the students, not the counselor.

During this and the senior year the college office is busy not only with the arrangement of career conferences, but also with the distribution to all counselors and faculty members of periodic bulletins dealing with college matters. Changes in admissions requirements and fees, notices of "open house" programs at local colleges, and distribution of College Board test application blanks and information booklets are all publicized by this office. Liaison, both personal and written, is effected with college admissions offices. Inasmuch as this is a new school, a statement that objectively describes its organization, student body, and courses of study is mailed to all colleges to which its pupils will apply. Requests for personal meetings with admissions officers are also made during this period.

Parents advised at meetings

Junior year College Board test scores are received and are interpreted to the students, and the selection of colleges re-evaluated in the light of this information. Juniors are cautioned to spend the summer in earnest consideration of



Resolving student and parent dilemmas

the final college choices that they must be prepared to submit upon their return to school.

Has the parent, however, been eliminated from the scene? Not at all. Throughout the school year, orientation social meetings and forums are arranged at which parents of junior class students receive the information already made available to their sons and daughters and are given the opportunity to ask questions.

During the last month of the junior year, the parents association, in close cooperation with the college office, arranges for an evening meeting of all junior class parents. Here they are informed of the senior year timetable and are offered ample opportunity to bombard the school administration with their questions and anxieties. Practical advice regarding the college admissions picture and suggestions concerning their children's potentials and limitations are presented. Emphasis is also placed upon the previously mentioned regulation of the New York City Board of Education which limits applications in an effort to cooperate with admissions offices. In this connection, parents are assured that multiple applications are not the panacea for admissions headaches.

If the junior year is pivotal in college planning, the senior grade is crucial and packed with anxiety. This is the year of transmission of transcripts, final College Board tests, and final decisions. Since many colleges now accept a three-year preliminary record (may their tribe increase!), the bulk

of transcripts is mailed by December 1. Accompanying the group of applications to each college is a covering letter reviewing the salient facts about Wingate High School and opening channels for further communication.

Prior to the processing of any transcript, each senior has been asked to file a final choice card signed by his parent. He has, if necessary, another interview or interviews with his counselor or the college coordinator. He is informed of registration procedures for the College Board tests and furnished with ample material about them.

Briefing on college interviews is made available, practice sessions being arranged wherever possible to help students avoid the undue tensions which might be generated under such conditions. Since some seniors mistakenly envision an interview as an inquisition, a brief practice run with the college coordinator enables them to realize its purpose and value. Specific instructions regarding proper completion of application forms are also mimeographed and distributed.

Seniors' responsibilities stressed

As early as is possible after the transmission of all records, the seniors are met as a body (700 strong) and reminded of their responsibilities in regard to an early reply to the college of their choice. At this assembly they are advised to take rejections in their stride and not to be overly discouraged at their arrival. Then, while the endless cycle of college guidance begins anew for the junior class, the counselors wish the seniors good luck and endure with them the long period of waiting for final word from colleges and from scholarship foundations. If a student receives multiple notices of rejection, he is given further advisement and allowed to submit additional applications. Should an applicant receive early acceptance to the college of his first choice, he is advised to inform the others to which he has applied of his immediate withdrawal.

The results of this developmental, long-range plan of college guidance are reflected in the successful entrance record of the school's first graduating class. Over 65 per cent of these students were admitted to the college of their first or second choice; many

youngsters even received acceptances from two or more "prestige" colleges to which they had felt obliged to apply in the face of today's uncertainties. A majority was accepted by colleges in New York City and New York State, the next largest group by New England colleges, and a small group by colleges in distant states—Colorado, Delaware, Florida, Kentucky, Michigan, North Carolina, Ohio, Pennsylvania, and Wisconsin.

As mentioned earlier, the total of non-admissions was under 2½ per cent, and the total number of colleges admitting was 88. A good guidance program? A most successful one, we believe, made possible through the concerted efforts of the administration, counseling staff, and faculty.

Yet this planning was fraught with many pitfalls. There were, and always will be, numerous obstacles, disappointments, crises. Many of these have been occasioned by the pupils and parents themselves, some by the college admissions offices.

A few cases in point may illustrate the predicament of the counselor who attempts to follow most faithfully the advice and admonitions of the various agencies involved in college admissions. For one thing, he is asked not to refer too many students to the 40 colleges which are most heavily deluged with applications. In the case of a New York City counselor, this is an unrealistic request. Although the city has its own municipal system of high-caliber colleges with selective entrance requirements, it is not unreasonable for a parent to wish his child to apply to

an out-of-town university of older tradition or international prestige. The municipal college thus acts as a final but not necessarily inferior recourse. The New York City graduate of high potential and fine record has the right to apply to the oldest and most revered institutions for which he is eligible.

The counselor is asked to send students farther afield than New England or the Middle Atlantic states. Although vast distances may be common experiences for a midwestern or western youth, it is quite understandable for a New York City parent to want his child to attend a college only a few hundred miles away. Since a large proportion of the nation's colleges is within this area, why expect his son or daughter to travel as far as a western youth who may have no other choice?

Single application unwise

Although many colleges pride themselves, and rightly so, on the selection of a student body representative of the nation as a whole, may not a search for geographical equity defeat this very purpose? May there not be as much, and perhaps more, dissimilarity between an applicant from different sections of different boroughs in sprawling, heterogeneous New York City than there is between applicants from hamlets in Nebraska and Iowa, or Wyoming and Colorado?

At present, steps have been undertaken to combat the practice of multiple applications. This will be a boon to secondary school guidance personnel as well as to college officers. It is not completely accurate, however, to assume that an applicant to one college will always be admitted to others in the same category. Girls in our first graduating class found admissions prospects excellent in women's colleges A and B, but not in C and D in the same group. A boy admitted to a fine New Jersey college was rejected from a New York State counterpart. Can we then limit the candidate to only one application?

Admissions standards are not always consistently applied or sufficiently explicit. How justify to one heartbroken applicant the age clause cited by a college in rejecting him when his classmate, born one day later, of similar record and character, has been granted admission? Might not the college ad-

missions staff have been franker with the boy (or the college counselor) as to the actual cause of rejection, undoubtedly a most valid one?

How should one credit the weight attached to the total high school record when a senior of mediocre standing in grades and character rating is admitted to a technical institute because of a spectacular College Board test score, while another with superior grades and character and a fine College Board score received a rejection notice? The college decision is not to be impugned, but how is the counselor to advise?

Nor is it always possible for the college counselor in a large city high school to maintain the most successful liaison with college admissions staffs. The counselor is advised to seek closer contact; to visit, if possible; to write when in need of additional information. Thanks to the mass of valuable material received, this last function is very rarely necessary. However, how account for the lack of response to communications in one or two cases? Very often a visiting college admissions representative wishes to meet students at hours that conflict with class time. In a large city high school this can seriously disrupt school routine.

The parent must assume his share of responsibility for the needless complication of college guidance procedures. Blind to certain realities, he will often not allow himself to be guided even by the most permissive of philosophies, but will insist that applications be forwarded to colleges far outside his youngster's range scholastically or financially. One hesitates to imagine the reaction of an admissions staff to the receipt of such records or requests for such excessive scholarship grants.

Finally, it must be realized that the most carefully constructed plan of college guidance must be constantly evaluated and revised to meet changing needs. With the increasing demand for higher education and the prospect of 6,000,000 college-bound students by 1970, the field of college guidance is an ever-widening one, challenging to the mind and spirit. One can find no greater personal and social satisfaction than in working in close harmony with pupils, parents, teachers, and college admissions staffs; the function of the secondary school counselor is to serve them all to the best of his ability.



How is the counselor to advise?

Many colleges lead in successful graduates

As everyone knows, the number of young people applying for admission to college has greatly increased in recent years. The pressure upon colleges to admit an even larger number of applicants is steadily growing. Projection of the curve of increase in applications points to a far more difficult situation in the near future.

The pressure for admission is particularly heavy upon certain eastern independent colleges. Along the eastern seaboard—a region which, because of the density of its population, still furnishes a disproportionate number of applicants—there appears to be a strong feeling among many high school pupils and their parents that a first-rate college education is obtainable in only about 15 or 20 top-drawer independent liberal arts colleges and universities. Administrators, teachers, and counselors in many secondary schools often seem to share the opinion that a small, highly selected group of colleges does a far better job of preparing young people for successful and useful life careers than do the more than 1,000 other four-year colleges in the United States.

What is the evidence in support of this opinion? If an objective criterion of success is chosen, do the alumni of a certain group of colleges have a significant advantage over the alumni of other colleges on this criterion?

This question has considerable practical importance. If the answer is in the affirmative, the extreme competition for entrance to these very highly selective colleges may be justified. If the answer is in the negative, or even a qualified affirmative, then gifted high school graduates, their parents, and their counselors may be advised to give serious consideration to a larger group of colleges than they have been inclined to consider in the past.

Various criteria of success might be

proposed—ratings of impartial judges as to contributions to contemporary life, election to posts of responsibility, salary level, and so forth. One readily available kind of indication of a certain amount of achievement in business or professional endeavor, or in national life, is a listing in *Who's Who in America*. Admittedly, this criterion has some noteworthy limitations.

The names of some persons more prominent than many of those listed do not appear in *Who's Who*. Leaders in local affairs have little chance of being listed unless their leadership has brought them some national recognition. Members of certain professions, such as higher education and law, have a greater chance of being included than members of various other groups whose reputation is likely to spread less widely, even though, on the basis of other criteria such as income, the latter persons may be far ahead of the former. Some very influential persons have a passion for anonymity and shun activities that would direct attention to them as individuals or lead to their listing in a biographical volume.

While listing in *Who's Who* is clearly a highly fallible criterion of the success of any one individual, it probably has more validity when applied to institutions training fairly large numbers of individuals, since some of the chance factors attendant upon individual selection tend to cancel out. This criterion has the advantage of being readily available, simple, and highly objective.

It cannot be assumed, of course, that the quality of an individual's training is the sole determiner, or even the main influence, in determining whether or not he will attain enough recognition to lead to his being listed in a biographical volume of this kind. It is reasonable to suppose, however, that the character of a person's education

is one of the more important influences upon his life career and that the likelihood of his being listed will be positively correlated to a certain extent with the quality of his education.

Selection of any one biographical volume issued on a certain date has the disadvantage that it includes only living individuals and that deceased persons who have held positions of leadership are not included. However, there would seem to be no reason for supposing that the longevity of alumni differs appreciably from one college to another.

It would be entirely possible, of course, to use biographical volumes other than *Who's Who in America* as the source of the criterion. Listing in *American Men of Science* might be a more selective criterion, and inclusion among those starred in *American Men of Science* would be an exceptionally discriminating one. However, limitations of the criterion to the physical, biological, social, and behavioral sciences, important though this broad field is, might narrow the scope too much, for it would give colleges stressing the natural and social sciences a considerable advantage over those providing outstanding preparation in the humanities, arts, or the world of



Arthur E. Traxler, Executive Director of the Educational Records Bureau, presented the report from which this article is adapted at the last annual meeting of the American Association for the Advancement of Science.

business. Moreover, recent studies of this kind in the science area were made, with somewhat conflicting conclusions.

Everything considered, *Who's Who* would seem to provide the most impartial representative basis, if biographical listings are to be used as the criterion against which colleges of all kinds may be judged.

The present study was aimed at investigating the question whether or not there are many "good" colleges throughout the nation when listings of men graduates in *Who's Who* are used as the criterion. Women graduates were eliminated because their career choices rather infrequently lead to their listing in *Who's Who* (about 1 to 20 compared with men).

Men listed in the 1956-57 volume of *Who's Who* who obtained their bachelor's degree or first professional degree from American colleges during the 30-year period 1920 through 1949 were included in this study. This period was believed to be long enough to provide an adequate sampling and also to be as recent a period as was practicable, since very few men are listed in *Who's Who* seven or eight years after graduating from college.

Men alumni listed in *Who's Who* were counted for all four-year accredited men's colleges and coeducational colleges in the United States. Advanced degrees were not included. Thus, if a man received his bachelor's degree from Western Reserve University and



his master's and doctor's degrees from the University of Michigan, he was included in the count for Western Reserve University only.

The next step in gathering the data was to find the total number of men graduates of each college during the 30-year period. In July 1957, a request was sent to 802 accredited colleges and universities for a statement of the total number of men who were graduated at the four-year college level during the period 1920 through 1949, together

with a reply card. Replies were received from 489 colleges, or about 61 per cent, a proportion considerably higher than had been expected, particularly since the request was sent in the summer when a good many colleges were likely to be closed. The 302 colleges which sent usable replies and had one or more graduates in *Who's Who* formed the basis of the study.

Following this, the number of men graduates of each institution during the period 1920-1949 was divided by the number of its men graduates from the same period who were listed in *Who's Who*. This procedure yielded index numbers showing for each college how many graduates were required to furnish one listed graduate. Thus, an index number of 34 for a college means that 1 in every 34 men graduates of that college is listed; an index number of 256 for another college means that 1 in every 256 men graduates of that college is listed; and so on. The smaller the number, the more favorable the standing of the college in terms of this criterion.

Before the index numbers are considered in general, it may be of interest to note the institutions which ranked highest in number of men listed regardless of size of institution, even though this is not the main purpose of the study. The 25 highest ranking institutions on this basis include seven Ivy League colleges, 11 state universities, four independent universities outside the Ivy League, a military academy, a naval academy, and a technological institution. Thirteen of these institutions are supported by the state or national government and 12 derive their support mainly or entirely from nonpublic sources.

Eleven of these institutions are in the East, 10 in the Midwest, three in the Far West, and one is in the South. It is evident that the list is not over-weighted by any one geographical region or type of college.

The total number of men who were graduated from these 25 colleges during the 30-year period, as given in the reports received from the colleges and who were listed in the 1956-57 *Who's Who* is 7,738. This number is about one-sixth of all the men biographees in this volume. It is clear from these figures that this comparatively small number of large and prestigious insti-

tutions has been contributing a substantial proportion of leaders as indicated by *Who's Who*. But it is also clear that a much larger proportion has come from other sources, among which may be a considerable number of small and less well-known colleges.

For purposes of analysis, the 302 colleges which furnished usable replies to the questionnaire were divided into 12 categories as follows: (1) Ivy League colleges and universities, (2) eastern independent colleges (including church-supported colleges but ex-



cluding Ivy League), (3) independent universities of complex organization, (4) midwest and western independent colleges, (5) southern independent colleges, (6) municipal colleges and universities, (7) state universities, (8) state technological and agricultural colleges, (9) state teachers colleges, (10) other state colleges,¹ (11) independent technological institutions, and (12) military colleges.

The median index number for the entire group of 302 colleges is 186.² In other words, 1 out of every 186 graduates of all these colleges appears in *Who's Who*. This compares with an estimated 1 in 1,000 for all men over 21 years of age in the United States. The proportion of these college graduates in *Who's Who* is apparently about five times as great as that of unselected adult males.

It cannot be inferred, of course, that the educational training afforded by the group of 302 colleges makes this much difference. Part of the difference

¹Most of these were originally teachers colleges or agricultural colleges, but more recently their purposes and curricula have been broadened so that they have taken on some of the characteristics of more complex institutions.

²In the interpretation of these data, it should be kept in mind that only 302 out of approximately 800 accredited four-year colleges for men and coeducational colleges appear in the study. Some colleges had to be eliminated because they were too young or because they had no alumni in *Who's Who*. It is estimated that if all colleges to which the questionnaire was sent had returned the information requested there would have been about 500 usable replies.

is undoubtedly due to the higher intellectual level and the more favorable socio-economic background of the graduates of these colleges. It is entirely possible that these and other concomitant influences account for all the difference, although one would logically suppose that part of the difference is due to the type and quality of educational training.

The median index numbers for the groups of colleges vary widely. The range is from 48 for the Ivy League colleges to 575 for the group designated as "other state colleges." No other group of colleges approaches the Ivy League colleges in median index number except the military colleges' 70. The number of the latter—two—is too small to warrant any conclusion, although it is believed that if military and naval colleges were better represented in the study the median index number would be even more favorable. The United States Naval Academy was one of the institutions which did not reply.

Toward the other extreme, state teachers colleges, with a median index number of 450, fare badly. Likewise, the medians for independent technological institutions and for municipal colleges and universities, each of which is 325, are not impressive. The median for state technological and agricultural colleges, 231, is considerably more favorable than that for the independent technological institutions, a result which may seem somewhat surprising, since the latter schools are probably the more selective.

State universities rate well

It is worthy of note that there are no large differences among the median index numbers for eastern independent colleges exclusive of Ivy League (175), midwestern and western independent colleges (154), and southern independent colleges (181). The range among the colleges in all three of these groups, however, is very wide.

In view of the fact that most state universities are not highly selective but are required by law to accept graduates of accredited high schools in their own state (or have been so required until recently), it comes as a surprise that the median index number for 33 state universities (145) is

below that of 17 independent universities of complex design (196) and also below the medians for the smaller independent colleges in the different regions. In fact, the state university median is below the median index number of 163 for 206 independent colleges including the Ivy League colleges. It must be remembered, however, that although many state universities admit freshmen quite freely, they weed out the poorer students rather vigorously, with the result that those who stay on to graduate are of good caliber.

Do graduates of large colleges have a better chance of being listed in *Who's Who* than those from small colleges? Or is the advantage with the graduates of small colleges? From the correla-



tion found between the index numbers and the average size of graduating classes for the colleges used in this study ($r = -.016 \pm .039$), it appears that size of graduating class is unrelated to the proportion of the graduates who are eventually listed in *Who's Who*. The large and the small colleges are virtually equal in this respect.

There is one small exception to this statement. Of the colleges with extremely high index numbers—in the neighborhood of 1,000, indicating frequency of listing similar to that of an unselected group of adult males—the majority are below average in size. This is balanced, however, by the fact that many small colleges have low index numbers.

What kinds of colleges have favorable index numbers? Are these confined to certain types and geographical areas or are they spread widely? These questions are aimed directly at the main purpose for which the study was undertaken.

It is believed that index numbers below 100 may be regarded as favorable, since they indicate that men graduates of colleges having these index numbers are listed in *Who's Who* with a frequency more than 10 times that of adult males in general. Also, the range

for the Ivy League colleges, which are known to be particularly selective, goes up to 93, so colleges with index numbers below 100 would fall within or almost within the Ivy League range.

The number of institutions for which index numbers below 100 were obtained within each of nine categories are as follows: Ivy League colleges, seven; small, very highly selective eastern colleges, five; other eastern colleges, six; midwestern independent colleges, five; state universities, five; technological institutions, two; and military academies, two.

The median index number for the Ivy League group, 48, was surpassed by a median of 41 for a group of five very selective and comparatively small eastern colleges. The medians for the other groups fell within the range 64 to 88. It is noteworthy that, of the 67 colleges and universities with index numbers below 100, 49 are in the Midwest, West, and South. This would seem to be an effective answer to the question whether there are, according to this criterion, many "good" colleges throughout the United States.³

An implication of the study is that while a small number of highly selective and prestigious eastern institutions have some advantage on the basis of this criterion, the results indicate that many other colleges throughout the United States are "good" in the sense that a noteworthy proportion of their graduates become leaders in later life. It is suggested that able high school graduates and the parents of these graduates may well be advised to consider applying to these colleges, some of which have not yet felt the extreme pressure for admission that plagues a comparatively small number of eastern colleges.

As students of high ability spread more widely in colleges throughout the nation in the years to come, the academic level of a larger number of colleges may be expected to rise, with the result that differences among "good" colleges the country over may become even smaller than those reported in this study.

³It should be mentioned again that about 40 per cent of the accredited colleges did not respond to the questionnaire and that there is undoubtedly a large number of additional excellent colleges.

Who should pay the bill?

College's financial aid programs should emphasize student credit rather than scholarships financed out of general income

Colleges need more money to pay better faculty salaries, build new buildings, and buy new equipment. Students need more money from home or elsewhere to make college attendance possible. The country needs more college graduates to maintain its military, economic, scientific, and ideological world leadership. Success in meeting these national, institutional, and individual needs may depend on the speed with which funds can be found to pay the bill. Many constructive things have been said and written about the educational "crisis" but incongruous observations still appear in print, as on March 7 when *The Wall Street Journal* announced: "While Ike Asks More Student Aid, Lots of Scholarships Lie Idle."¹

Articles which herald nonexistent quantities of unawarded scholarships are an old and aggravating story to financial aid officers who know better, but beyond the disappointments they may have caused young readers who sought in vain for such unclaimed treasures, the damage they were capable of doing was relatively slight until very recently. Indeed, these stories may even have stimulated some students to make an effort to attend college who might not otherwise have done so. At the present time, however, it is exceedingly important that misconceptions concerning the financial needs of students and colleges be eradicated lest they influence the judgment of leaders in industry and government to whom education must turn for understanding and help in paying the bill that is now accumulating interest at the expense of the entire educational system.

¹ March 7, 1958, page 1.

Those who have worked in the scholarship field for some time trace the source of the surplus scholarship myth to an accurate statistical report which, published in 1951² with more than adequate explanation of its temporary nature, has turned in seven years of rapid change into one of the most permanent and misleading of educational clichés.³ Actually, nonexistent, unawarded scholarships are an insignificant artifact of data collection and analysis. The unmistakable characteristic of today's scholarship expenditures is overextension, not under-awarding.

What is the evidence of overextension? In 1949-50, only 25.6% of the money awarded as scholarships came from endowed funds held by colleges specifically for scholarship purposes.⁴ Current gifts for scholarships in that year contributed 22.3%, and use of current unrestricted income for scholarship purposes amounted to 33.8%, with the remaining 18.3% from government sources.

Looking at comparable figures for 1953-54, we see some interesting changes. Income from endowed funds in this year amounted to only 17% of the money being expended for scholarships.⁵ Current gifts also dropped in importance while current unrestricted income in that year rose to 58% of

² Theresa B. Wilkins, *Scholarships and Fellowships Available at Institutions of Higher Education*, Bulletin 1951, No. 16, U. S. Department of Health, Education, and Welfare, Reprint 1954, page 4.

³ Rexford G. Moon, Jr., "College means and public mirages," *College Board Review*, No. 29, page 17.

⁴ Wilkins, *op. cit.*, page 5.

⁵ *Statistics of Higher Education: Receipts, Expenditures, and Property, 1953-54*, U. S. Department of Health, Education, and Welfare, Office of Education, page 42.

the money spent by colleges for scholarships.

Figures for the years after 1954 are not available but using the change which took place between 1949 and 1953 as indicative of a trend, it may be safely estimated that, of the money spent for scholarships in 1957-58, 70% came from unrestricted income (in student fees) and less than 15% from endowed sources. It should also be noted that while colleges are now collecting almost twice as much money in student fees as in 1951, to all intents and purposes they have succeeded only in standing still. Between economic inflation and the continual demand for increased financial aid, very little of this new income has found its way into faculty salaries or improved college facilities.

\$43,000,000 from general income

Obviously, under current conditions, unawarded scholarships can only be those controlled by restricted bequests—a rapidly diminishing fraction of the total scholarship activity. Even if none of these restricted funds were awarded at this time (which, of course, is not true) and all of them could be awarded without further ado, the impact on education would be very minor.

It seems fair to conclude, then, that of the approximately \$65,000,000 or



Rexford G. Moon, Jr., is Director of the College Scholarship Service of the College Board. He has supervised css activities since June 1955.

more now being spent by our colleges for scholarships⁶ about 15% is drawn from endowed funds, 20% from current restricted income, and the balance—some \$43,000,000—from general income (mainly student fees). This suggests not only the amount of money needed immediately if colleges are to stop this process of self-consumption, but the magnitude of the financial problem higher education is facing and will continue to face even if the \$43,000,000 could be obtained.

If colleges are now spending \$43,000,000 out of income which should be used for other purposes, they need at least that amount of money from other sources each year to maintain their financial aid programs at the current level. More discouraging is the fact that the release of this sum, large as it sounds, would only begin to solve the colleges' financial problems. Even if devoted entirely to faculty salaries, it would mean an average salary gain of only \$280 per year for the nation's 152,000 college teachers.

Another facet of higher education's financial problem is illuminated by studies which indicate that about 200,000 students a year who should go to college for their own and the country's well-being fail to do so for financial reasons. The country needs them, for our recent international experiences lead us to believe that in facing either a cold or a hot war we would be well advised to arm ourselves both militarily and educationally.

The latest figures on college costs and family expenditures for college indicate that 25% of the families sending children to colleges spend less than \$800 a year for their children's higher education, 50% spend \$1,200 or more, and 25% spend more than \$1,700.⁷ If these 200,000 youngsters were sent to college, at an average cost of \$800, the total sum to be met by our economy would be \$160,000,000 per year.

If we assume the addition of 200,000 to the nation's college enrollment, we must take into consideration the



capital expenditures which colleges would have to make to provide the physical facilities for these people. It is probably safe to say that every dollar spent in sending these students to college would have to be matched with another dollar by education to provide minimum facilities for them—another \$160,000,000.

And since there would not be enough new teachers to instruct these "extra" students, it would seem no more than reasonable to improve the salaries of present faculty members to compensate for the extra teaching load. To give them each a \$500 raise would take another \$76,000,000 a year. To give them a total raise of \$1,000 (taking into account the \$280 they would receive if present scholarship expenditures were channeled into salaries) would take another \$109,440,000.

The yearly bill for these very modest undertakings—financial aid, capital expenditures, and salary increases—would then amount to \$472,000,000. To perpetuate this support in the future, through endowment, would require about \$10,000,000,000. Since it seems clear that this very large amount could never be diverted to higher education at one time there appears to be only one alternative: to get as much of the annual \$472,000,000 as possible, in the form of current income from all possible sources.

How may this need be met? With a shortage of money, frugality should be the rule. The college which says today that it is improper to award scholarships in relation to the actual need of the student is not making economical use of the funds provided directly by its paying students and indirectly by its progressively impoverished faculty.

There is also a moral here for the

nation's legislators, who are now considering various ways in which public support on a national scale can be brought to bear on some of the financial problems confronting higher education. Industry should also in its scholarship support activities take heed of the importance of using need in awarding scholarships.

The experience of the College Scholarship Service is relevant to a discussion of educational economy, for while the Service was organized to minimize inter-institutional competition for a few able students and to improve practices in the awarding of financial aid to them, it now finds itself operating on a different college financial basis. In recent years, as implied in earlier paragraphs, subsidization of students by institutions through endowed funds has been replaced by subsidization of some students by other students. The use of fee income to support scholarships is, in fact, a program to offer reduced tuition to certain select individuals because of financial academic, or other considerations.

This is not an ideal practice, but at the moment it is the only one open to colleges if they are to meet pressing financial and educational demands. The CSS, though not supporting this practice, has provided an equitable basis for its continuation—if it must continue.

Colleges in CSS have continued to stress the need principle because it is economical of limited funds and because it offers a standard which minimizes inter-institutional competition. Similar recognition of need as a criterion in the determination of stipends would have equally sound financial and ideological bases in a nationally supported scholarship plan. Failure to incorporate this principle in a federal scholarship program would result in expenditures of funds where they are not needed, contribute significantly to educational inflation, and undermine current efforts by colleges and corporate sponsors to exercise care and frugality in administering their own funds.

Evidence that funds may be employed with widest effectiveness through application of the need principle is apparent in the experience of the National Merit Scholarship Corporation. Merit makes it possible for good stu-

⁶Theresa B. Wilkins, *Financial Aid For College Students: Undergraduate*, Bulletin 1957, No. 18, U. S. Department of Health, Education, and Welfare, Office of Education.

⁷Ernest V. Hollis and associates, *Costs of Attending College*, Bulletin 1957, No. 9, U. S. Department of Health, Education, and Welfare, Office of Education.

dents who need help to attend the colleges of their choice. In doing so, it uses the facilities of the CSS and employs in its needs analysis work the regular CSS procedure, which assumes that each family should make an effort to support the child.

Of the 827 students selected for Merit Scholarships for their ability in 1957, 306 (37%) had no measured or felt need for financial assistance, and another 262 (32%) had financial need of \$900 or less. The average need figure for a Merit scholar was \$648.⁸

A comparison of these figures with a bill now before Congress which calls for 40,000 scholarships per year of \$1,000 each without regard to financial need (Hill-Elliott Bill) suggests all too clearly the wastefulness that could result. If there were 40,000 scholarships, there would be roughly 16,000 winners who would not need any financial support to attend the college of their choice. There would be another group, slightly over 12,000 students, whose need for financial assistance, according to CSS standards, would be \$900 or less (5% less than \$300; 7% between \$300 and \$500; 9% between \$500 and \$700; and 10% between \$700 and \$900). Between the 37% of the winners who demonstrated no need at all and the 32% who needed \$900 or less, a total of \$80,000,000 in excess of their needs would be spent in a four-year period to provide financial honor to the recipients.

Unneeded awards inflationary

Ironically, the award of this money to families already able to pay the cost of education for their children would not help the colleges, but would result instead in further tuition inflation detrimental to non-winners and in an increase in candidate mobility, both of which would aggravate the problem which a federal program was created to solve. The need philosophy and the ability to measure need in a reliable, equitable, and differentiating fashion are among the resources we will have to use to their fullest if we are going to make any strides toward paying the bill.

In passing, it should be noted that

the CSS system, in spite of some comments to the contrary, has been proved most equitable by the behavior of candidates. The fact that students go to college when awarded financial assistance under this system supports the belief that the CSS approach is at least liberal enough to be fair. And the fact that there are those who go when no assistance is offered in spite of measured need may be considered even more reassuring. College officers who have been in scholarship work for quite a while recognize that under the CSS method a range of financial assistance in relation to expenses is now provided that was unthought of in most colleges as recently as four or five years ago.

The system itself also has certain safety valves which should minimize apprehensions about overtaxing a particular family. It has been found that parents tend to be pessimistic when predicting their financial future, particularly if they are anxious to receive some financial support for a child in college. Thus, the use of the parents' own estimate of their future circumstances in determining their need provides one safety valve. There is also considerable evidence that during the last few years the student's ability to pay more of his educational expenses through earnings has been underestimated.

A third safety valve is the college expense budget. Although this has not been explored thoroughly, a study would probably show that students (if sufficiently motivated) can get by on considerably less than college expense estimates show. While the estimates undoubtedly are accurate representations of what the average student must

spend to have a reasonably enjoyable college career, a frugal student may be able to get by with less money.

In addition to using present resources as prudently as possible through needs analysis, it seems likely that colleges will have to turn to new financial sources if they are to make higher education available to all qualified students. In giving scholarships (gift aid) to meet measured need, they are not now tapping the greatest resource that can be brought to bear on the money crisis in education—the total family's ability (parents and student) to pay for college out of *future* income. Credit has been a tremendous stimulus to our industrial economy; it may be the salvation of our educational economy.

College attitudes toward the extension of credit via loans vary greatly. Some colleges believe that loans should not be extended to freshmen. Others doubt that the lending of money to students—at any class level—is an appropriate function of colleges. Some colleges are looking for more loan funds; others say they can't get students to use existing funds, small as they are. In most colleges it is still harder to borrow money than to get a scholarship, although in some, at the other extreme, the student whose means from all other sources do not meet expenses is expected to accept a loan.

On every hand, one hears of the resourcefulness of institutions in adding to their rapidly vanishing loan funds. Some colleges have succeeded in making philanthropists out of bankers while others are sharing with students the interest paid on money borrowed from banks for student loans. Some



⁸Second Annual Report, National Merit Scholarship Corporation, 1957, page 15.

have received foundation grants for experiments with tuition manipulation, while others are arranging time-payment plans, using their own capital for student loans, or obtaining assistance from state programs. Nevertheless, it is clear that even the most resourceful are finding it next to impossible to create loan funds of the size needed.

Loans provide students with a cushion against a college's efforts to solve its financial problems by raising tuition or by awarding scholarships more stringently. Those arguing against loans (particularly in any federal program) have claimed that they make tuition rises possible, but this is not true. Tuition increases and tightened scholarship policy are made necessary—hence possible—by the colleges' financial straits; loans merely soften the effect on individual students.

If it is granted that the use of loans can ameliorate the financial difficulties of colleges, as well as those of the growing number of families who find it impossible to pay their children's college fees out of income and savings, it is reasonable to assume that colleges will turn toward long-term credit extension and its corollary—the recognition of indebtedness as a fact of college-going life.

Indeed, a few colleges have already adopted the practice of leaving an identified deficit in the budget of each student seeking financial assistance, a deficit he is expected to fill by various means at his command. If this point of view were shared by many colleges it would accomplish a number of things: stimulate interest in loans, make more scholarships possible with existing or even less funds, place more responsibility on the student, protect those colleges which feel that the CSS system is too liberal, and (if some uniform deficit could be agreed upon) present a logical point for inter-collegiate agreements on the use of student jobs and loans.

Suppose, for example, that each college would agree: (1) to require every student to contribute \$800 to \$1,000 per year toward his education beyond what his parents can pay; and (2) in computing ability to pay, not to expect support from either the student's savings or future summer work.

If such a system would be uniformly applicable at all CSS colleges, it would

give students the incentive to work harder and save before entering college, and would effectively control the disadvantageous competitive aspects of loans. Students then could borrow from the college or from other sources—the money they felt was necessary to fill in the deficit which these savings or work earnings did not cover. Students who had worked and saved enough would not be faced with the necessity of borrowing. Those who had not saved would not be rewarded with a scholarship gift—as is now the case—but would be expected to work or to borrow to make up the deficit. It would be necessary, of course, to make exceptions in the cases of students who had contributed to the support of their families, but this and other unusual circumstances would not be hard to identify and control.

One result of such a practice would be that some of those students who under present scholarship conditions receive financial aid—particularly in amounts below \$500 (\$800 minus an estimated average of \$250 for summer work and \$50 for savings)—would no longer receive scholarship help. Instead, they would be encouraged to work or have their families contribute more, or failing either of these, to borrow approximately \$500 a year. At this rate no student would owe more than \$2,000 at graduation, probably between 30% and 50% of his first year's salary. Considering it has been shown that college increases a man's earnings by \$100,000, an outstanding obligation of \$2,000 is modest.

All things considered, it seems clear not only that higher education's bill is large but that it cannot be paid unless all who benefit share the burden. Par-

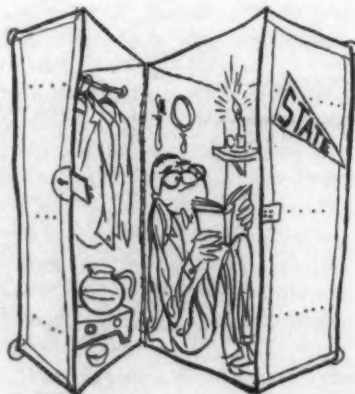
ents, students, corporations, foundations, and the government must all contribute, but the major contributors should be those who have the most to give and to gain—the student's family and the people as a whole as represented by their government.

Students and parents, the most direct beneficiaries of higher education, must provide its principal support through the payment of fees adequate to cover increasing expenses. The government's role can be both direct and indirect.

In indirect support, it can recognize the importance of higher education to the nation by supporting secondary school building programs, improved guidance training, and a national scholarship program. A national scholarship program, since it would certainly provide financial support for only a small percentage of those attending college, must be considered an indirect contributor, for the stimulus it would give to interest in college attendance and the needs of education would far outshadow the amount it would provide for the payment of the bill.

The government's direct support most ideally would be through extending favorable credit arrangements for students and their families. The government has been helping the nation's commerce for years through special credit arrangements for certain groups (farmers, home builders, veterans, etc.). It can and must now extend a favorable credit position to the students and parents who are going to have to support the nation's institutions of higher education. A national loan program requiring some matching of funds by colleges would naturally increase loan funds available for student support still further, and assuredly would encourage philanthropic and industrial groups to bring more scholarship programs into being.

Governmental credit support for the financing of college students and, thus, of higher education itself can take any number of forms. Whatever pattern develops, it is to be hoped that the program will be large in its coverage, modest in its interest rate and repayment conditions, and liberal in the maximum credit allowed. The needs are clear, and the ways to achieve their satisfaction are equally clear. Action is needed now to pay the bill.



Index

This index lists articles and announcements appearing in the *College Board Review* from No. 24, Fall 1954, to No. 35, Spring 1958, inclusive. The index for Nos. 1 through 23 appeared in the *Review* No. 23, May 1954. Announcements are listed by subject, articles by subject and author. In the reference '32:14,' 32 is the issue number and 14, the page.

- Admissions research needs, 33:5, 9
 Admissions seminars, 29:2; 30:3; 35:2
 Advanced Placement Program, 24:2;
 26:1; 27:2; 28:2, 3, 7; 29:2, 3;
 30:1, 19; 31:2, 28; 32:2; 33:1; 35:2
 Alden, Vernon R., 'College policy and
 the economy in the years ahead,'
 34:27
 'All aboard' (cartoon), 31:27
 'A new leaf for admissions officers,'
 24:19
 Ashburn, Frank D., 'Three-wave selection
 for admissions,' 32:14
 Barry, Leo (and Harold B. Gores),
 'College-level courses in secondary
 school,' 28:3
 Biographical inventory for evaluating
 candidates, 31:4
 Bowles, Frank H., 'Social demands on
 schools and colleges,' 26:4; 'The col-
 lege Board, 1955-56,' 29:5; 'Predic-
 tions and plans,' 30:5
 Braun, Louis H., 'Resolving the admis-
 sions lottery dilemma,' 32:12
 British educational practices, 'Voyage
 round an exam paper,' 27:24; 'Com-
 position at home and abroad,'
 27:21; 'Science education and the
 liberal arts,' 33:13
 Bundy, McGeorge, 'Four subjects and
 four hopes,' 27:17
 Burchard, John E., 'Science education
 and the liberal arts,' 33:13
 Candidates Reply Date (formerly
 Uniform Acceptance Date), 24:1;
 25:21; 27:3; 28:2, 25; 29:3; 30:3;
 31:2; 32:2; 33:2; 34:1
 Carnegie grant given to College Board
 Commission on Mathematics, 30:2
 Case histories test for readers, 31:11
 'Chamberlain-Rorschach Master Card,'
 24:24
 Characteristics handbook proposed,
 27:25; 31:28
 Chase, Mary E., 'School visiting made
 easier—and better,' 25:14; 'The ad-
 missions counselor—guide or gam-
 bler?' 27:25
 Clark, Kenneth B., 'The most valuable
 —hidden—resource,' 29:23
 Clearinghouse for colleges and stu-
 dents, 24:13; 31:28
 Coaching, 27:5; 31:4; 34:2
 Coffman, William E., 'Development of
 the tests' [Tests of Developed Abil-
 ity], 31:6
 Cole, Charles C., Jr., 'Who's going to
 college?' 27:13; 'Scholarship appli-
 cants today,' 32:17; 'What must be
 done in science education,' 34:11
 College admissions matching plan,
 24:13; 35:1
 College Board dues increased, 35:2
 College entrance procedures study,
 32:1; 35:1
 College Scholarship Service, 24:25;
 26; 25:21, 22; 26:26; 27:29, 30;
 28:25, 26; 29:34; 30:30; 31:14, 34;
 32:30; 33:34; 34:34; 35:21, 26
 College Transfer Test discontinued,
 26:3
 Colloquia on College Admissions, 24:4,
 19; 26:2, 18; 29:2; 30:3; 31:11;
 32:2; 34:27; 35:1
 Commission on Mathematics, 27:3;
 28:2; 30:2; 31:2; 32:1; 34:7
 'Composition—at home and abroad,'
 27:21
 Comprehensive Achievement Test pro-
 posed, 35:1
 Cornog, William H., 'Of men and
 mountains,' 29:27
 Criteria of college success studied,
 33:3
 Developed Ability, Tests of, 31:5, 6;
 tests' validities studied, 33:2
 Differential prediction in college ad-
 missions, 33:19
 Dobbin, John E., 'The admissions officer
 as a consumer of guidance,' 26:18
 Doenges, Byron, 'A state-wide scholar-
 ship testing program,' 29:13
 DuBois, Ethel, 'Admissions prospects
 —a school view,' 35:5
 Duggan, John M., 'You can get into
 college: College candor can dispel
 confusion,' 33:24; 'Accepted class
 descriptions multiply,' 35:15
 Dyer, Henry S., 'A new leaf for admis-
 sions officers,' 24:1; 'The tests'
 [Tests of Developed Ability] back-
 ground,' 31:5
 Early Admission Program, 28:10
 Educational Testing Service, 24:20;
 28:19; 29:9
 Eley, Earle G., 'The test [General
 Composition Test] satisfies an edu-
 cational need,' 25:9; directs CCT
 readers conference, 27:21
 Encouraging Scientific Talent an-
 nounced, 29:33
 Endicott Seminar on use and interpre-
 tation of admissions information,
 29:2; 30:3
 Farnsworth, Dana L., 'What really
 makes Jack a dull boy?' 24:3
 Federal scholarships and loans, 29:12;
 32:19, 21; 35:24
 Fees, 29:1; 32:1
 Fels, William C., 'Test prospects for
 future admissions needs,' 26:13;
 'Who should know the score?'
 30:16; 'Bricklaying and brickbats,'
 31:24
 Financial aid (see scholarships, loans)
 Fishman, Joshua A., 'New directions
 in College Board research,' 33:9
 Foreign language tests (see Language
 tests)
 French, John W., 'An answer to test
 coaching,' 27:5
 Freshman Admissions Forms and Let-
 ters reprinted, 26:2
 Freshman class characteristics, 27:27;
 31:28; 35:9
 Fricke, Benno C., 'How colleges should
 pick their students,' 34:17
 General Composition Test, 24:2; 25:2,
 4, 9, 12; 26:3; 27:21; discontinued,
 29:2; 31
 Geographical distribution of candi-
 dates, 26:2
 Georgia SAT administrations, 31:1
 Glick, Paul C. (and Herman P. Miller),
 'Educational level and potential in-
 come,' 31:29
 Gores, Harold B. (and Leo Barry),
 'College-level courses in secondary
 school,' 28:3
 Greek test changes, 35:2
 Guidance, 27:25; 31:20; 32:8, 14;
 34:3; 35:5, 9, 14
 Gummere, John F., 'You can get into
 college: Students are rejecting col-
 leges,' 33:25
 Hall, Elizabeth B., 'She just isn't col-
 lege material,' 31:20
 Hanford, George H., 'Transcript serv-
 ice: proposal and response,' 30:12;
 'The mounting costs of multiple ap-
 plication,' 34:23
 Haring, Firth, 'The student's eye view
 of college admissions,' 29:8
 Horst, Paul, 'Differential prediction
 in college admissions,' 33:19
 Howe, Arthur, Jr., 'A two-stage col-
 lege admission plan,' 24:10
 Howe, Harold, II, 'Preparation for
 college vs. education for all,' 32:4
 Howes, Raymond F., 'Financial aid
 and the national welfare,' 29:11
 Income, relation to educational level,
 31:29
 Incorporation of the College Board,
 29:9; 30:6; 33:1
 Italian test changes, 35:2
 Keller, Charles R., 'Piercing the
 "sheepskin curtain",' 30:19
 Kendrick, S. A., 'Introduction of—and
 to—the SAT,' 30:8; 'In search of
 "nonexistent" talent,' 34:3
 King, Richard G., 'The educational
 function of financial aid,' 26:9; 'Fi-
 nancial thresholds to college,' 32:21
 Language tests, 31:4; 35:1, 2
 Leacock, Stephen, 'How to "get by"
 written examinations,' 25:17
 Loans (for college education), 28:14,
 16; 32:23; 34:27; 35:21 (see also
 federal scholarships and loans)
 MacMittell, T. Leslie, 'Urban col-
 leges and the "tidal wave",' 28:22;
 'You can get into college: False
 alarm in the press,' 33:24
 Mathematics Commission (see Com-
 mission on Mathematics)
 McDonald, Wallace, 'Equalizing schol-
 arship opportunities,' 33:29
 Meder, Albert E., Jr., 'Mathematics
 for today,' 34:7
 Member colleges analyzed, 31:4; 33:3
 Member representation increased, 26:1
 Member school representation (on in-
 dividual basis), 35:2
 Membership requirements, 24:1; 26:2;
 32:1
 Miller, Herman P. (and Paul C. Glick),
 'Educational level and potential in-
 come,' 31:29
 Miller, Wright, 'Voyage round an exam
 paper,' 27:24
 'Modest milestones in the history of
 testing,' (cartoon), 26:17
 Monroe, John U., 'Untapped resource:
 loans for student aid,' 28:14
 Moon, Rexford G., Jr., 'College means
 and public mirages,' 29:17; 'Finan-
 cial aid—from application to award,'
 31:14; 'Who should pay the bill?'
 35:21
 Mullins, George W., dies, 29:7
 Multiple applications, 24:8, 10, 13;
 34:23; 35:17
 Negro students in nonsegregated col-
 leges, 29:23
 'New goals for college admissions,'
 26:4
 Nomer, Howell F., 'Westward, ho!'
 34:15
 Pearson, Richard, 'The test [General
 Composition Test] fails as an en-
 trance examination,' 25:2; 'The
 students' view of Early Admission,'
 28:10
 Placement Tests, 31:4; fee increase,
 32:1, 3
 Prediction workshop, 35:2
 Rank in class, computing of, 32:10
 Readers conferences, 27:21
 Regional meetings, 31:1; 33:1; 34:1
 Research notes, 31:3; 32:3; 33:2;
 34:2; 35:2
 Research review issued, 34:2
 Sanders, Edward, 'A new partnership
 in admissions procedures,' 24:17
 Scholarship consultations between col-
 leges, 24:17; 33:29
 Scholarship Qualifying Test, 29:1;
 32:2; 33:1; 34:1, 2
 Scholarships, fellowships, and other
 student aid, 24:17; 26:9; 27:8;
 28:14, 16; 29:11, 13, 17, 20; 31:14,
 26; 32:17, 21; 33:29; 34:27; 35:21
 Scholastic Aptitude Test, scores com-
 pared with academic performance,
 29:25; score range studied, 31:3;
 32:3; 33:3; SAT transfer norms,
 33:3; SAT and SAT compared, 30:11;
 34:2; SAT coaching studied, 34:2;
 junior-senior scores compared, 35:2;
 national senior score estimated,
 35:3
 School and College Study of Admis-
 sion with Advanced Standing (see
 Advanced Placement Program)
 School-college transition, 27:17; 32:4,
 8, 12
 School transcript service, 26:3; 29:9;
 30:12; 31:28
 'Science education and the liberal
 arts,' 33:13
 'science education, What must be done
 in,' 34:11
 Scientific talent in students, 27:13;
 34:11
 Score reports, release of, 27:3; 29:7;
 30:16; 32:2; score release approved,
 33:1; score release aids planned,
 34:1
 Score interpretation problems, 24:19
 Secondary school problems, 32:4, 8,
 12; 34:25
 Shaplin, Judson T., 'Assignments for
 future research,' 33:5
 Solovay, Ethel F., 'Guidance in a
 large city school,' 35:14
 Sponsored scholarships, 27:8; 29:20
 Stalnaker, John M., 'A candidate-
 college matching program,' 24:13
 State testing program, 29:13
 Stoddard, George D., 'Higher educa-
 tion's unfinished business,' 30:24
 Terral, J. E., 'Dear College Board...',
 24:20
 'Test administration' (photographic
 essay), 28:19
 Test analysis, 31:4; test interpretation
 director appointed, 33:2
 Testing program, 24:2, 20; 26:2, 3;
 27:2; 28:1, 2; photographic essay,
 28:19; schedule revised, 29:1; 30:1
 Test scores compared, 26:18
 Tests of Developed Ability (see Devel-
 oped Ability, Tests of)
 Thresher, B. Alden, 'Sponsored schol-
 arships and the student,' 27:8
 Transfer student norms (for SAT), 32:3
 Traxler, Arthur E., 'Many colleges lead
 in successful graduates,' 35:18
 Underprivileged students, talent search
 among, 34:3
 Uniform school transcript (see school
 transcript service)
 Valley, John R., 'The case against
 freshman flunk-outs,' 25:18
 'Voyage round an exam paper,' 27:24
 Walker, A. Glenwood, dies, 29:3
 Walker, Edwin R., 'A new plan for
 financing a college education,' 28:16
 Walton, Wesley W., 'Developments in
 sponsored scholarships,' 29:20
 West Coast Committee, 24:16, 17
 'Westward, ho!' 34:15
 'What happened to them in college?'
 28:7
 'Which ones would you admit to col-
 lege?' 31:11
 Wilson, Eugene S., 'Order or chaos in
 college admissions?' 24:8; 'How the
 "tidal wave" evaporated—a fantasy,'
 32:25
 Wolff, Walter H., 'The large city school
 faces the colleges,' 32:8
 'You can get into college,' 33:24, 25

NEWS OF THE COLLEGE SCHOLARSHIP SERVICE

Fourth year developments

15% more parents file: Through April 18, over 39,000 parents had filed financial statement forms with the College Scholarship Service in the current academic year—some 11 per cent more than by the same time last year. By the end of 1957-58, these figures are expected to rise to over 40,000 parents representing an increase of some 15 per cent over last year.

Together with the number of participating colleges this year—175 as against the respective 157, 130, and 95 of each preceding year—the figures evidence continued CSS growth. In 1954-55, the Service's first year, financial statement forms were filed by some 22,000 parents; the number of parents filing forms increased by 35% to 30,000 for its second year, and then by 17% to some 35,000 for its third year.

This growth in volume is felt to be due to increases not only in the number of participating colleges but in the costs of attending college. Colleges participating in the Service require parents of all their entering scholarship applicants to fill out and file CSS financial statement forms with the Service, which makes and sends a duplicate to each college to which a student is applying for aid. From the financial data given on the form, the colleges adjust the amount of financial aid awards according to the student's financial need.

Early application trend: Over the Service's four years of operation, the peak period in its annual receipts of financial statement forms has shifted two months earlier in the year—roughly, from late February in 1954-55 to late December for 1957-58.

This backward movement of peak receipts of the form, which reflects correspondingly earlier filing of schol-

arship applications at CSS colleges, has been fairly regular over the four years. Peak receipts in 1955-56, the Service's second year, occurred not only in late February, as in the first year, but in early January; the top 1956-57 peak came in early January, with much smaller peaks developing in early and late February. The current-year peak came in late December, with similarly smaller ones also occurring in early and late February.

These shifts are attributable to increased anxiety of students and parents seeking financial aid as well as to changes in requirements by the colleges.

Computation volume drops: CSS-computed estimates of the amounts that families of scholarship applicants can reasonably afford to spend toward college costs have dropped in volume by some 40 per cent from last year to this.

On the basis of its performance of 7,242 of these computations from September 1 through April 18, the Service expects their total number for the year to be about 7,750 as against last year's 13,100.

It is felt that two factors are chiefly responsible for the marked drop in volume: first, a doubling in price for computations from \$1 each in 1956-57 to \$2 for this year; and second, growing familiarity among participating colleges with procedures for producing the computations at the college on the basis of data given by the parents on the CSS financial statement form. The price was doubled last fall to bring it more into line with the cost to the Service of producing computations.

In all, 71 participating colleges ordered computations from the CSS this year, 39 contracting for computations on all of their applicants and 32 on only some (whom the colleges designate by name during the year).

Fifth year plans

\$100 participation fee: To help cover the costs of a number of its associational and informational activities (such as its annual meeting, its annual computation school, its biennial "consolidated" reports of offers and awards, and its annual fall mailing to secondary schools), the CSS will introduce a participation fee of \$100 per year for all participating colleges next fall.

Various details concerning these associational activities for 1958-59 have recently been settled. Representatives of participating colleges will meet at the Commodore Hotel in New York City for the CSS annual meeting that is to be held next fall on Tuesday, October 28, the day before the annual fall meeting of the College Board. The first of possibly two of the two-day computation schools for 1958-59 has been scheduled for November 17 to 19 in Princeton, N.J. As in the first computation school, conducted last December, instruction and practice in elementary need computation procedures will be given. Also like that of last year, the 1958 fall mailing will include a poster giving basic facts about the CSS and listing all participants, and a copy of the 1958-59 parent's form.

Aid to sponsors: Through the CSS Committee, the College Board will assume direct responsibility as of July 1 for all sponsored scholarship program services previously carried on independently by the Educational Testing Service. In this added role the CSS will provide advice and assistance to corporate and other non-collegiate sponsors in the organization and operation of their scholarship programs. Like other College Board service activities, the new one will be administered by ETS with policy supervision coming from the Board's committees and staff.

